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ABSTRACT

Public higher education in Kentucky has expanded in the last decade from 1 doctoral level university and 5 colleges serving 28,224 students into a system of 2 doctoral level universities, 4 regional universities, 2 4-year colleges and 14 community college campuses serving 80,000 students. This document provides data related to institutional growth and development expectations through 1976. The purpose of the report is to reflect program priorities as established by the individual institutions to meet the changing higher education needs in Kentucky. Six questions were submitted to the colleges and universities in the state system to form a basis for reporting institutional plans for the 4-year period 1972-76 regarding: (1) projected enrollment figures; (2) changes in educational program structure; (3) program evaluation criteria; (4) program development priorities with proposed timetables for implementation; (5) projected needed educational resources; and (6) plans and procedures for program development. (HS)

ED 061883

COUNCIL ON PUBLIC HIGHER EDUCATION

COMMONWEALTH OF KENTUCKY

PHASE II
INSTITUTIONAL PLANNING:

ROLE AND SCOPE STUDY OF PUBLIC HIGHER EDUCATION IN KENTUCKY

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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January 1972

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PHASE II
INSTITUTIONAL PLANNING:

ROLE AND SCOPE STUDY OF PUBLIC HIGHER EDUCATION IN KENTUCKY

January 1972

Council on Public Higher Education
319 Ann Street
Frankfort, Kentucky 40601

KENTUCKY COUNCIL ON PUBLIC HIGHER EDUCATION
319 Ann Street
Frankfort
40601

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IN PUBLIC SECTOR

Senior Colleges and Universities

EASTERN KENTUCKY UNIVERSITY
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KENTUCKY STATE COLLEGE
Frankfort, Kentucky 40601
Carl M. Hill, President

MOREHEAD STATE UNIVERSITY
Morehead, Kentucky 40351
Adron Doran, President

MURRAY STATE UNIVERSITY
Murray, Kentucky 42071
Harry M. Sparks, President

NORTHERN KENTUCKY STATE COLLEGE
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UNIVERSITY OF LOUISVILLE
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Lexington, Kentucky 40506
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Madisonville, Kentucky 42431
G. Harold Massey, Director

MAYSVILLE COMMUNITY COLLEGE
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Paducah, Kentucky 42001
Donald Clemens, Director

PRESTONSBURG COMMUNITY COLLEGE
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Henry Campbell, Director

SOMERSET COMMUNITY COLLEGE
Somerset, Kentucky 42501
Roscoe Kelley, Director

SOUTHEAST COMMUNITY COLLEGE
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George Luster, Director

TABLE OF CONTENTS

Page

Foreword. v

1 Introduction. 1

2 Eastern Kentucky University 8

3 Kentucky State College. 17

4 Morehead State University 33

5 Murray State University 123

6 Northern Kentucky State College 144

7 University of Kentucky. 150

8 University of Louisville. 221

9 Western Kentucky University 408

FOREWORD

The years 1970 and 1971 were a time of study and evaluation of public higher education in the Commonwealth of Kentucky. In keeping with directives of Senate Bill 117, 1970 General Assembly, a three-phase role and scope study was planned and executed under the aegis of the Council on Public Higher Education.

Phase II, Role and Scope Study of Public Higher Education in Kentucky relates to the very important responsibility of institutional planning. Actually, with a tradition of limited state resources even during the tremendous growth and expansion in the eight state-supported institutions of higher education during the 1960's, planning at the individual institutions has been not only essential but evident.

Phase II is the first major effort of the Council on Public Higher Education in a statewide cooperative involvement with the institutions in the area of planning. Institutional leaders in planning and development joined the Council staff in developing the format for Phase II for formal adoption by the Council. The institutions followed through and produced the contents of this publication. Dr. William A. Webb, Associate Director for Research and Planning, served as staff coordinator for the project.

We believe Phase II is an excellent status quo report on institutional planning at this point in the history of public higher education in Kentucky.

Ted C. Gilbert

PHASE II

ROLE AND SCOPE STUDY OF PUBLIC HIGHER EDUCATION IN KENTUCKY

1

INTRODUCTION

KENTUCKY STATE-SUPPORTED COLLEGES AND UNIVERSITIES

1

INTRODUCTION

PHASE II
ROLE AND SCOPE STUDY OF PUBLIC HIGHER EDUCATION IN KENTUCKY

Kentucky state-supported colleges and universities were confronted with numerous challenges through the 1960's to accommodate rapidly increasing enrollments. There was a shortage of classroom space, obsolete laboratory facilities and equipment to be modernized and expanded, housing and dining accommodations were needed, and new faculty for new programs plus the expansion of existing programs. Kentucky colleges and universities were not exempt from the impact of social changes during this period which led to reappraisal of the traditional structure of higher education. This was a brick and mortar period--an era of quantitative growth and development resulting in modern facilities and equipment, the acquisition of additional well-qualified faculty, and the implementation of a wide-range of instructional programs offering post-secondary educational opportunities to the citizens of Kentucky.

During the 1960's, the state-supported system of higher education evolved from one doctoral level university and five colleges serving 28,224 students into a system of two doctoral level universities, four regional universities, two four-year colleges, and a fourteen-campus community college system operated by the University of Kentucky. These institutions now serve 80,000 students of the approximately 97,984 students enrolled in accredited Kentucky colleges and universities during the fall term of 1971. State colleges and universities are currently educating 82 percent of the enrollment in Kentucky institutions of higher education, while in 1960 approximately 65 percent of the students were in the state-supported system.

As enrollments grew so did the magnitude of state appropriations to higher education. In 1960 the general fund appropriation for public higher education was $19,045,200 and in 1971 the appropriation was $120,172,000. Growth in enrollment and appropriations was significant for this period and appreciably reflect the level of confidence the citizens of Kentucky vested in the college and university system of the Commonwealth.

Higher education will face new challenges in the 1970's which will continue to effectuate careful assessment by institutions of plans relating to new programs and qualitative changes in existing instructional programs. College and university enrollments will continue to rise during the 1970's as the college-going percentage among Kentucky high school graduates increases. From 1960 to 1970 the number of Kentucky high school graduates increased 45 percent, and the number of graduates entering college increased 72 percent. For the same period, enrollments in the state system of higher education increased 160 percent. Expansion in the state system of higher education has been linked to planning of a quantitative nature. For the 1970's planning will necessarily emphasize an orderly development of higher education based on applicability and need.

PHASE II - INSTITUTIONAL PLANS AND PRIORITIES 1972-1976

The 1970 Kentucky General Assembly authorized the Kentucky Council on Public Higher Education to undertake a role and scope study of the state system of higher education and report to the Interim Legislative Commission on Higher Education concerning:

A. Role and scope of the University of Louisville

B. Role and scope of all state colleges and universities

C. Role and scope of the Council on Public Higher Education.

The report was completed by the council staff and submitted with recommendations to the Kentucky Council on Public Higher Education on March 24, 1971 with the Council acting on the fifteen (15) staff recommendations. In April, 1971, the Interim Legislative Commission on Higher Education received the staff report with the actions of the Council on Public Higher Education concluding Phase I as it related to the current role and scope of the colleges and universities in the state system and the Council on Public Higher Education.

Phase II is an informational supplement to provide data related to institutional growth and development expectations through the next two biennia. The purpose of Phase II is to reflect program priorities as established by the individual institution to meet the changing higher education needs of the Commonwealth.

Several critical issues in higher education were considered by the Council staff and institutional representatives in developing the general guidelines utilized by the institutions in generating their reports. Among the key issues were:

(1) The effect of economic constraints confronting higher education from state and federal levels.

(2) Enrollments will continue to rise during the 1972-1976 period.

(3) New kinds of educational experiences to meet manpower needs in Kentucky.

(4) Duplication of programs among institutions.

(5) Productivity of undergraduate, graduate and professional programs.

(6) Integration of new institutions into the state system of higher education.

Phase II depicts short-range planning based on institutional assessments of existing programs, immediate priorities for program changes, and new programs to accommodate the educational needs of the citizenry of the Commonwealth of Kentucky.

Six questions were submitted to the colleges and universities in the state system to form a basis for reporting institutional plans for the four-year period, 1972-1976:

(1) Give the Fall Term FTE and headcount projection of enrollment by lower division, upper division, graduate and professional schools for the next four fiscal years by year--1972-73, 1973-74, 1974-75, 1975-76.

(2) From the community college level, undergraduate, graduate and professional school levels assess the present educational programs structure at your institution in relation to:

(a) What programs may be minimized?

(b) What programs may be restructured?

(c) What programs may be initiated?

(d) What programs may be expanded?

(3) What criteria were used to assess your present educational programs and how were decisions made to alter these programs? (Role and scope of the institution, purposes of the institution, program objectives, state and/or national needs, student demand, etc.)

(4) From your institutional assessment delineate your educational program development priorities for the next four years with a projected timetable for implementation and explain the basis for these priorities.

(5) Project for a four-year period the resources required to undertake the changes in educational programs as prioritized above for your institution in terms of:

(a) By program, identify additional faculty required.

(b) By program, identify enrollments for a four-year period.

   - (c) By program, identify need for remodeled or additional space and equipment, if required.
   - (d) By program, identify additional library resources required and cost.
   - (e) Estimate start-up costs and continuing cost of the program for a four-year period.

(6) Summarize your institutional plans and procedures for program development as related to:

   - (a) Adequacy of present resource base in the program fields, faculty, library holdings, facilities and equipment.
   - (b) Adequacy of resources in related or supporting fields.
   - (c) Proposed sources for program funding:
      - [1] Reallocation of existing resources.
      - [2] Enrollment and faculty student-ratio impact of the proposed program changes on the total program of the institution.
      - [3] New state funds required.
      - [4] Extramural support from training grants, research grants, or contracts.
      - [5] Other.

ORGANIZATION OF PHASE II REPORT

The Kentucky Council on Public Higher Education is authorized to develop comprehensive plans for public higher education within the respective functions and duties of the colleges and universities as prescribed by statute. However, each college and university in the state system is virtually autonomous and is governed by a board of regents or trustees responsible for most institutional internal affairs including establishment of new programs, construction, internal budgeting, and institutional planning.

The reports included in Phase II appropriately reflect planning at the individual institution level. Other than providing the colleges and universities with six questions to form the basis of the reports, the Council staff has made no attempt to homogenize the reports or analyze them. Several of the institutions have provided very concise planning information with identification of major priorities for the next two biennia. To preserve the individuality of the eight colleges and universities the data in this report has been reproduced in essentially the same format as submitted to the Council on Public Higher Education, and is generally in keeping with the format as approved by the Council.

This publication is only a compilation of planning reports combined into a single document and should not be construed as a masterplan for higher education in Kentucky. It reflects only institutional priorities for the next four years based on individual institution goals and objectives without regard to the establishment of statewide goals and objectives for higher education.

This publication will be revised and updated periodically to reflect changes in institutional plans, priorities and statewide needs.

PHASE II

ROLE AND SCOPE STUDY OF PUBLIC HIGHER EDUCATION IN KENTUCKY

2

EASTERN KENTUCKY UNIVERSITY
Richmond, Kentucky

Total Enrollment, Fall Semester 1971
10,170

EASTERN KENTUCKY UNIVERSITY

Phase II

Role and Scope Study of Public Higher Education in Kentucky

1. Give the fall term FTE and head count projection of enrollment by lower division, upper division, graduate and professional schools for the next four fiscal years by year--1972-73, 1973-74, 1974-75, 1975-76.

The projections listed below are based on enrollment data for the 1971 fall semester, and assume a five percent increment for each of the next four fiscal years. Economic and other conditions, both in Kentucky and the nation, will influence, to a large extent, the accuracy of these projections.

FALL TERM F.T.E. PROJECTIONS

	1972	1973	1974	1975
Lower Division*	6,076	6,380	6,700	7,035
Upper Division*	2,961	3,109	3,264	3,427
Graduate*	780	819	860	903
TOTALS	9,817	10,308	10,824	11,365

*Based on projected credit hour enrollments by levels of courses.

FALL TERM HEADCOUNT PROJECTIONS

	1972	1973	1974	1975
Lower Division**	5,693	5,977	6,276	6,590
Upper Division**	3,521	3,697	3,881	4,075
Graduate**	1,444	1,516	1,592	1,671
TOTALS	10,658	11,190	11,749	12,336

**Based on projected headcount by classificatior

2. From the community college level, undergraduate, graduate and professional school levels assess the present educational programs structure at your institution in relation to:

   a. What programs may be minimized?

   b. What programs may be restructured?

   c. What programs may be initiated?

   d. What programs may be expanded?

a. What Programs may be Minimized?

The programs that have been developed and that are offered at Eastern Kentucky University are consistent with its role and scope as defined in the statutes. These programs receive a continuous assessment through a variety of institutional measures. It is difficult to state at this time, which programs, if any, may be minimized in the years ahead. Such decisions, if made, would take into account 1) the resources of the institution, 2) the interests of students, 3) state and national needs, and 4) opportunities for graduates of the program.

b. What programs may be restructured?

Program refinement (internal changes within a program) is a continuous process involving departmental and college curriculum committees, and the Council on Academic Affairs. This may include course deletions, new courses and revision of existing courses. It is assumed that most instructional programs will undergo modifications in the interest of improving both the quality and the economy of instructional effort. The National Science Foundation has recently awarded to Eastern a grant of $164,500, over a three year period, for the purpose of improving the quality of undergraduate education in the sciences. Eastern is the only public institution of higher education in Kentucky to receive this type (COSIP) of National Science Foundation support. It is logical to assume that both course and curricular modifications will result from this three year study which will terminate in 1974.

c. What Programs may be Initiated?

Program development has progressed at a logical and carefully conceived pace throughout the 1960's. The academic units were organized into schools in 1965, and into colleges in 1966. The faculties of the colleges, and the departments housed therein, have devoted extensive time and effort, particularly over the last six years, to developing and refining programs within the colleges consistent with the role and scope of the university and within the limitation of available resources. As the university enters the 1970's, the faculties are concentrating on the improvement of existing programs, rather than on the creation of new programs.

At this point in time it does not appear that major program developments will occur over the next several years. A variety of unanticipated factors and conditions, however, might lead to the consideration of new programs. Although proposals for new programs vary slightly in format, the following elements are common:

Proposal Format - Including Criteria

I. Program Description or Introductory Statement
(statement of the nature of what is proposed, purposes, content, target population, etc.

II. Justification
(Estimate of the demand for graduates at the state, regional, and national levels as related to the existence of other similar programs in the state, evidence of student interest and enrollment projections, effects on other programs within the university).

III. Ability to Support the Proposed Program
- A. Faculty (Analysis of current faculty competence, additional faculty needed for the program).
- B. Library (Evaluation of current holdings and estimate of additional needs).

C. Physical Facilities (How existing space and facilities would be utilized and additional need for the program).

IV. Catalog Description of the Program and New Courses Required

Review and Approval Procedures

A new program proposal is drawn up at the departmental level. In most cases during the developmental stage advice and suggestions are obtained in a variety of formal and informal ways from authorities at other institutions and from practitioners and prospective employers in the state and region.

Although there is informal discussion of the emerging proposal at different stages with concerned administrative personnel (college deans, Vice President for Academic Affairs, and the President), the proposal is reviewed in a formal manner according to the following sequence:

1. College Curriculum Committee
2. Teacher Education Committee
   (If the program is teacher education)
3. Graduate Council
   (If the program leads to a graduate degree)
4. Council on Academic Affairs
5. Faculty Senate
6. President of the University
7. Board of Regents

At each point of review through the Faculty Senate the department chairmen, and in some cases selected faculty members, appear in person to answer questions and further to explain and defend the proposal. At each level through the Board of Regents there is a very thorough evaluation of all aspects of the proposed program, its probable impact upon existing programs, its relationship to the overall purposes of the university, and the budgetary implications of program initiation and continued operation.

d. What Programs may be Expanded?

While enrollment growth by programs is influenced by a variety of factors, past and present experience, and manpower needs at the local, state, regional, and national levels would indicate that the following programs will experience enrollment expansions that will exceed the anticipated average enrollment growth of the university:

1) Nursing
2) Law Enforcement
3) Dietetics
4) Medical Technology
5) Special Education

3. What criteria were used to assess your present educational programs and how were decisions made to alter these programs?

The response to question 2(c) describes the formal review procedure for proposed new programs. The role and scope of the institution, the resources of the institution, local, state, regional, and national manpower needs, and student interests are important criteria employed in assessing proposed new programs and/or major program modifications.

Guideline Questions 4-5-6

As stated previously, it is not anticipated at this time, that major new program developments will occur during the next several years. It has been indicated, however, that above average enrollment growth in certain existing programs is to be expected. Descriptive statements about these programs have been provided below.

Department of Nursing. The Department of Nursing enrolled its initial class of 25 students in the Associate of Arts program in September of 1965. This program is accredited by the National League for Nursing and graduated 50 nurses during the period July 1, 1970 - June 30, 1971. A baccalaureate program in nursing was placed into operation in September of 1971. The programs administered by the Department of Nursing enrolled over 400 individual students during the 1971 fall semester.

It is anticipated that enrollments will continue at an accelerated rate of growth. In view of the critical shortage of Registered Nurses throughout Kentucky, in both small and large communities, this projected growth in enrollment should be interpreted as a highly desirable trend.

School of Law Enforcement. The School of Law Enforcement was established in the fall of 1965 and the first course was offered in the spring of 1966 with an enrollment of 47 students. Eastern received the first grant in the nation from the Office of Law Enforcement Assistance, U. S. Department of Justice, for the purpose of developing a college level law enforcement program.

The enrollment growth in this program at associate, bachelor's, and Master's levels exceeded 1,000 students during the 1971 fall semester. The Law Enforcement Assistant Administration, U. S. Department of Justice, awarded to Eastern in January, 1971, a grant of $96,000 to assist in the planning costs for a regional Law Enforcement - Traffic Safety Center.

Dietetics. The Home Economics Department in 1965 devoted almost exclusive efforts to the preparation of home economics teachers. Since 1965 expansion has occurred in this department with enrollment increases related primarily to new programs such as food service technology and dietetics. The dietetics program, as one of a number of allied health professions programs developed since 1965, is expected to grow at an above average rate due to student interest and to employment opportunities.

Medical Technology. The state and national needs for a variety of health personnel has provided an impetus for enrollment expansion in medical technology. There is every indication that this demand will increase as will enrollments. Eastern has cooperative agreements with a number of hospitals in connection with this program.

Special Education. The need for special education teachers is still critical, and enrollment patterns indicate that an increasing number of students will choose this field. The program at Eastern is housed in a new facility.

PHASE II

ROLE AND SCOPE STUDY OF PUBLIC HIGHER EDUCATION IN KENTUCKY

3

KENTUCKY STATE COLLEGE

Frankfort, Kentucky

Total Enrollment, Fall Semester 1971
1,970

KENTUCKY STATE COLLEGE

PHASE II

ROLE AND SCOPE STUDY OF PUBLIC HIGHER EDUCATION IN KENTUCKY

1. Give the Fall Term headcount and FTE projection of enrollment by lower division and upper division for the next four fiscal years by year -- 1972-73, 1973-74, 1974-75, 1975-76.

Fall Term Headcount and FTE Enrollment Projection

	1972-73		1973-74		1974-75		1975-76	
	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE
Lower Division	1350	967	1485	1070	1615	1150	1725	1225
Upper Division	850	618	935	680	1015	740	1100	800
Grad. Division	75	48	165	115	180	125	195	135
TOTAL	2275	1633	2585	1865	2810	2015	3020	2160

2. From the community college level, undergraduate, graduate and professional school levels assess the present educational programs structure at your institution in relation to:

   a. What programs may be minimized?

   In the four year period (1972-76), in none of the current departments is there anticipated substantial reduction in programs. Instead, continuance and enrichment of all programs as outlined is envisaged. However, some courses will be eliminated from various programs during this period.

   b. What programs may be restructured?

   In several of the departments, programs will be restructured by elimination and consolidation of courses.

Department of Biology: Biology 401 - Entomology will be phased out by 1972.

Department of Business and Economics: By 1972, careful study will be given to the feasibility of phasing out Office Administration.

Department of Chemistry: By 1972, Chemistry 203 - *Gravimetric Analysis* and Chemistry 204 - *Volumetric Analysis* will be consolidated into one course.

Department of Education and Psychology: Education 113 - *Penmanship* and Education 116 - *Manuscript Writing* - will be consolidated into one course by 1972. The same will be true of Education 221 and 222 - *Human Development and Psychology*. In the Fall of 1972, Education 202 - *Fundamentals of Elementary Education* and Education 422 - *Problems of Teaching in the Elementary Schools* are to be consolidated. Six semester hours of foreign languages will be phased out by 1972 as a requirement of elementary education majors.

Department of Health and Physical Education: A minor in Physical Education will be phased out by 1973. The Area in Health and Physical Education will be phased out by 1973. Separate majors in Health and in Physical Education are to commence in 1973. *Anatomy* and *Physiology* are to be consolidated by 1974.

Department of Industrial Education: By 1972, the two courses in *Power Mechanics* and *General Shop* will be consolidated into one course, and *Architectural Drafting*, *Civil Drafting* and *Metals* will be phased out. Industrial Education 371 - *Foundations of Industrial Education* will replace Education 424 - *Foundations of Education*. No courses are expected to be consolidated or phased out between 1973 and 1976.

Department of Mathematics and Physics: *College Algebra* and *Trigonometry* will be consolidated into a one-year course with the probable title - College Mathematics (By 1972). Mathematics 107-108 - *Basic Concepts of Mathematics* - will be phased out at the close of the 1971-72 year.

Department of Music: During 1971-72, Music 151-152, 251-252, 351-352, and 451-452 (Piano) will be consolidated. By 1972, Voice Class and Diction will be consolidated. Minor Applied Piano for Instrumental Music Majors (Music 271-272) will be phased out by 1972. In 1973, Instrumental Methods and Techniques (Music 437) will be replaced.

Department of Nursing Education: By 1972, the laboratory hours for Seminar are to be consolidated with those of Maternal and Child Nursing.

Department of Sociology: Sociology 342 - Social Disorganization - will be phased out of the curriculum during the 1971-72 school year. Sociology 305 - Contemporary Social Problems, Sociology 343 - Juvenile Delinquency and Sociology 423 - Criminology by 1972 will be consolidated into a 6 credit hour seminar. By 1973, Sociology 331 - Rural Sociology and Sociology 350 - Urban Sociology will be consolidated into a 4-6 hour seminar.

c. What programs may be initiated?

New programs will be initiated in several departments:

Department of Biology: 1972-76 - No new programs are to be initiated, but new courses will be added to the Biology curriculum, among them being Cell Biology (1972); Ecology (1973); an advance course in Physiology or Microbiology (1974); and Plant Physiology and Plant Morphology (1975).

Department of Business and Economics: 1972-75 - It is anticipated that the degree programs in Business Administration and Business Education will continue through 1975. However, it is expected that by 1972 a degree program in Economics will be initiated, thus separating it from Business

Administration. By 1974-75, the college should be ready to move toward establishing a "School of Business". Graduate study in Business should begin not later than 1974.

Department of Chemistry: A graduate curriculum in Chemistry is expected to be initiated between 1972 and 1975.

Department of Education and Psychology: 1972 - Establishment of subject areas of concentration from which Elementary Education majors may select for added competencies.

1973 - Adding new curriculums in Early Childhood Education and Special Education, and separating Education and Psychology, the latter forming a new department.

1974 - Establishing a graduate curriculum in Elementary and Secondary Education.

Department of Health and Physical Education: 1971-75 - Major program in Health Education, major program in Physical Education, and minor in Health Education.

Department of History and Political Science: 1972 - Formation of a Department of Political Science and establishment of a curriculum designed to prepare students for State Government (Undergraduate and Graduate).

1973 - Expand Afro-American Studies to a major program.

Department of Home Economics: 1972 - A new program in Child Development is expected to be initiated.

1973-76 - Offer a major in Textiles and Clothing.

Department of Industrial Education: 1972 - Associate degree program in Vocational, Industrial and Technical Teacher Education.

1973-75 - Continuation of Industry related Vocational Technical Programs.

1974 - Four-Year Program in Vocational Industrial and Technical Education (Metals Technology Area of Concentration).

Department of Mathematics and Physics: Separation of Mathematics and Physics, the latter forming a new department (By 1973). The addition of Astronomy to the Department of Physics by 1974 is planned.

Department of Modern Foreign Languages: Between 1972 and 1976, no new programs are anticipated. However, several new courses will hopefully be added to the curriculum, such as Spanish Phonetics, Linguistics, Negro Literature in French, and the possible addition of Portuguese to language offerings.

Department of Sociology: 1972 - Expansion of the Cooperative Education Program with Sociology as basis.

1973 - Devise curriculum in Basic Sociological Theory for M. A. candidates.

1975 - Prepare programs in Urban and/or Rural Studies.

Multidisciplinary Master's Program: A new program with first priority will be, no doubt, the establishment of a Public Affairs Center with the following offerings planned:

1. Graduate program leading to the Master's degree.
2. Non-degree in-service training programs and courses for public governmental personnel. One phase of the latter may result in restructuring and expansion of the current two-year degree program in Data Processing and Computer Science. It is expected that the current two-year program will be expanded to four years to provide advanced training for state employees in this area. These programs will require additional personnel, equipment, and library resources.

d. What programs may be expanded?

Expanded programs are suggested in c. above in departments where new courses and programs are to be initiated. To provide for graduate study during the next four years, curriculums in Business, Education, History and Political Science, Chemistry, and, possibly Sociology will have to be expanded.

3. What criteria were used to assess present educational programs and how were decisions made to alter these programs? (Role and scope of the institution, purposes of the institution, program objectives, state and/or national needs, student demand, etc.).

The criteria used to assess educational programs (present and future) are as follows:

Proposed changes in the academic programs in Kentucky State College shall be evaluated in terms of their potential to contribute to the fulfillment of the stated purpose of the college, and its present and projected goals. All present educational programs, as well as those that are added, shall be (a) within the legal role and scope of Kentucky State College as authorized by the Kentucky Revised Statutes, (b) in harmony with the basic functions of a Land-Grant College, (c) in accordance to the policies of the Kentucky Council on Public Higher Education and (d) finally approved by the Board of Regents.

Thorough planning and programming shall precede the establishment of new programs. This will be determined by the availability of financial support, the adequacy of teaching faculty, instructional equipment and physical facilities, as well as student requests for curriculum changes in programs. Moreover, all programs shall meet the academic and administrative standards of the regional and national accrediting agencies.

The Committee on Objectives and Curriculum Development has the initial responsibility for approval of all new courses, including title and number changes. Requests come from the Departments concerned. The Committee report is then presented to the teaching faculty for reaction, and then to the Board of Regents. Recommendations for new curriculums or programs in teacher education are presented to the Kentucky Council on Public Higher Education for final approval.

4. From your institutional assessment delineate your educational program development priorities for the next four fiscal years with a projected timetable for implementation and explain the basis for these priorities.

    a. Establish curriculums and programs leading to the Master's degree in the area of Public Affairs.

    b. Establish a Department of Political Science.

    c. Establish a Department of Economics.

    d. Inaugurate a School of Business.

    e. Establish a Department of Psychology.

    f. Establish subject areas for Elementary majors.

    g. Form new curriculum in Early Childhood Education.

    h. Offer major program in Health.

    i. Offer major program in Physical Education.

    j. Offer minor in Health.

    k. Construct Associate Degree curriculum in Vocational, Industrial and Technical Education.

    l. Offer 4-year program in Vocational, Industrial and Technical Education.

    m. Devise programs in Urban and/or Rural Studies.

    n. Establish Department of Physics.

    o. Expand Cooperative Education Program.

    p. Offer major program in Textiles and Clothing.

Note: See 2c for timetable

5. Project for a four-year period the resources required to undertake the changes in educational programs as prioritized above for your institution in terms of:

   a. By program, identify additional faculty required:

   The proposed Master's degree in public affairs, which will be multidisciplinary, will draw upon the additional faculty as listed below:

DEPARTMENT	FACULTY NEEDS	ANNUAL COST			
		1972	1973	1974	1975
History	2 Ph. D's 2 M. A's	$ 20,000	$ 20,000	$ 10,000	$ 10,000
Political Science	2 Ph. D's 2 M. A's	20,000	20,000	10,000	10,000
Business-Economics	3 Ph. D's 3 M. A's	15,000	15,000	60,000	15,000
Education-Psychology	4 Ph. D's 2 M. A's	20,000	30,000	40,000	20,000
Chemistry	4 Ph. D's			40,000	40,000
Sociology	1 Ph. D 2 M. A's	20,000 (Chairman)	15,000	15,000	15,000
Physics	2 Ph. D's		20,000	20,000	
Home Economics	1 M. S.		12,000		
Total (Additional Funds)		$ 95,000	$132,000	$195,000	$110,000

In many of the new programs itemized in 4 (above), no new faculty will be needed. Funds will be needed, however, for a continuation of present programs.

b. By program, identify enrollments for a four-year period.

Note: These are projected headcount enrollments for all departmental programs, new and continued. The * above numbers indicates that service courses are included. The ** before a Department indicates that duplications are included in a departmental figure. For instance, a Freshman student may be enrolled in Biology, Chemistry, English, Foreign Language, Physical Education, or Mathematics, while a Sophomore may be enrolled in Economics, Psychology, United States History, Social Science, or Physical Education. The total here, therefore, should not coincide with enrollment figures in question 1.

DEPARTMENT		1972-73	1973-74	1974-75	1975-76
**Biology	Lower	392*	431	474	521
	Upper	55	61	67	74
**Business-Econ.	Lower	198*	227	250	290
	Upper	75	84	97	113
**Chemistry-Physical Sci.	Lower	262*	289	317	348
	Upper	36	50	60	69
**Education-Psychology	Lower	328*	342	369	408
	Upper	258*	401	460	492
	Graduate		45	74	93
**English	Lower	595*	655	721	793
	Upper	72	83	90	97
**Health-Physical Education	Lower	852*	906	957	1003
	Upper	80	85	90	95
**History	Lower	452*	483	516	551
	Upper	110	112	118	122
Political Science	Lower	75*	90	110	125
	Upper	35	46	58	68
Home Economics	Lower	53	56	59	62
	Upper	30	33	36	39
Industrial Ed.	Lower	99	142	130	125
	Upper	16	40	66	71
**Mathematics	Lower	309*	340	374	411
	Upper	37	41	45	50
**Modern Foreign Languages	Lower	390*	485	510	575
	Upper	65	90	115	150

DEPARTMENT		1972-73	1973-74	1974-75	1975-76
Music	Lower	80	100	110	110
	Upper	17	45	55	55
**Sociology- Social Sci.	Lower	246*	270	297	307
	Upper	340	374	411	452
	Graduate		30	20	30
Evening and Extension	Lower	625	683	742	800
	Upper	235	257	278	300

c. By program, identify need for remodeled or additional space and equipment, if **required**.

Included among the short-range capital improvement plans are the following constructions bearing on the academic programs:

1. An academic building that will provide office, classroom and laboratory space for three departments and for the proposed graduate program.
2. An addition to the Bell Gymnasium to provide additional instructional, recreational, and faculty office space to accommodate increase in size of student body and faculty.
3. An addition of a third floor to the Library Annex to provide additional space for increased number of books and for proposed graduate programs.

Additional office and classroom space will be provided above.

In all departments of the college attempts will be made to provide full time secretaries.

The need for office supplies and equipment in the amount of $50,000.00 annually has been expressed.

d. By program, identify additional library resources required and cost.

These figures are for all departments for continuation as well as for new undergraduate programs. These are costs for additional books and periodicals.

DEPARTMENT	1972-73	1973-74	1974-75	1975-76
Biology	$ 8,000.00	$ 8,000.00	$ 8,000.00	$ 8,000.00
Business-Economics	8,000.00	5,450.00	4,400.00	4,400.00
Chemistry-Physical Science	8,000.00	8,000.00	8,000.00	8,000.00
Education-Psychology	11,250.00	11,250.00	11,250.00	11,250.00
English	2,250.00	2,500.00	2,750.00	3,000.00
Health-Physical Education	8,000.00	8,000.00	8,000.00	8,000.00
History	2,000.00	2,000.00	2,000.00	2,000.00
Political Science	4,000.00	6,000.00	6,000.00	6,000.00
Home Economics	1,800.00	1,800.00	1,800.00	1,800.00
Industrial Education	1,930.00	2,190.00	2,290.00	2,290.00
Mathematics	1,370.00	1,390.00	1,415.00	1,440.00
Modern Foreign Languages	1,000.00	1,000.00	1,000.00	1,000.00
Music	6,200.00	3,900.00	3,700.00	3,400.00
Sociology-Social Science	4,000.00	5,000.00	6,000.00	7,000.00
Total	$ 67,800.00	$ 66,480.00	$ 66,605.00	$ 67,580.00

For the proposed Master's degree program in Public Affairs an additional $50,000.00 for the first year and $10,000.00 each year thereafter will be needed for library expansion.

e. Estimate start-up costs and continuing cost of the program for a four-year period.

GRADUATE PROGRAMS

Master's Degree

PROGRAM	COST			
	1972	1973	1974	1975
(1) Multidisciplinary Master's Degree Program - Public Affairs Center				
Faculty:				
4 Ph. D's	$ 80,000	$ 80,000	$ 80,000	$ 80,000
2 M. A's	30,000	30,000	30,000	30,000
Library	50,000	10,000	10,000	10,000
Clerical	12,000	12,000	12,000	12,000
Supplies	5,000	5,000	5,000	5,000
Equipment	10,000	10,000	10,000	10,000
Travel	5,000	5,000	5,000	5,000
Consultants	20,000	10,000	10,000	10,000
(2) Business				
Faculty:				
3 Ph. D's			60,000	60,000
Library		25,000	10,000	10,000
Clerical			6,000	6,000
Equipment			15,000	10,000
Supplies			3,500	2,500
Travel			1,500	1,500
(3) Chemistry				
Faculty:				
2 Ph. D's			40,000	40,000
Library		25,000	10,000	10,000
Clerical			6,000	6,000
Equipment			50,000	25,000
Supplies, Consumable			10,000	10,000
Travel			2,000	2,000

PROGRAM	COST			
	1972	1973	1974	1975
(4) Education				
Faculty:				
4 Ph. D's			80,000	80,000
Library		25,000	10,000	10,000
Clerical			6,000	6,000
Equipment		10,000	5,000	5,000
Supplies			3,000	3,000
Travel			2,000	2,000
Other				

6. Summarize your institutional plans and procedures for program development as related to:

Note: Institutional planning is guided by the criteria described in item #3 (page 23) of this report.

a. The (undergraduate) resource base in the program fields, faculty, library holdings, facilities and equipment is reasonably adequate to support existing undergraduate programs. However, departmental requests for additional courses and new programs, and increase in undergraduate enrollment may render the current resource bases inadeqaute. See summary of undergraduate course changes and new program additions, pages 20-22. For the new graduate programs projected, new resource bases are presented on pages 29-30 of this report.

b. Adequacy of resources in related or supporting fields.

For undergraduate areas, the resource bases are reasonably adequate.

For the new graduate programs, the current resource bases would be expanded, especially is this true for supporting fields required in the Public Affairs Center.

c. Propose sources for program funding.

(1) Reallocation of existing resources.

Since current operating resources are used to support existing programs, there can be no reallocation of these funds.

(2) Enrollment and faculty-student ratio impact of the proposed programs changes on the total program of the institution.

Anticipated increases in enrollments would require: (a) increases in the number and cost of teaching and clerical personnel (assuming that the current faculty-student ratio remains); (b) increase in administrative cost and (c) increase in equipment and supplies costs. The addition of the graduate programs would increase costs in teaching personnel, library resources, equipment and travel of teaching personnel. The total impact would afford the institution opportunity to provide the citizens of the Commonwealth a higher quality of educational services.

(3) New state funds required.

The institution would expect its annual state appropriations to increase sufficiently to support existing and new programs. The amount of new state funding is inducted in that section of this report which estimates program costs.

(4) Extramural support from training grants, research grants, or contracts.

No general program funding in the college is expected from training grants, research grants or contracts. Currently, the institution is receiving training grants from the State for in-service training of a selected number of secretarial and management personnel - but these grants are restricted funds - not for general program support. Also, the institution receives annually research grants from the U. S. Department of Agriculture; these grants are restricted to agriculture-home economics research.

PHASE II

ROLE AND SCOPE STUDY OF PUBLIC HIGHER EDUCATION IN KENTUCKY

4

MOREHEAD STATE UNIVERSITY
Morehead, Kentucky

Total Enrollment, Fall Semester 1971
6,255

PREFACE

The request for long-range plans to be developed by each public institution in Kentucky brought a new era to higher education. Each institution has involved itself in planning in the past, but that involvement was more from a budgetary standpoint than from a program component situation

Planning in higher education, especially projecting into the future, is a very difficult task because of the lack of control of so many variables which determine the destiny of the institution. Long-range planning is an attempt to gain some control over what happens in the future and to reduce the uncertainty of the future to manageable proportions.

The planning endeavor by Morehead State University has involved a task force including the President, Vice President for Academic Affairs, Dean of Graduate Programs, Dean of Undergraduate Programs, Assistant to the President, the Deans, Division Chairmen, Department Heads, Director of the University Library, and faculty members of the six schools of the University. It is our intent to make this first report a beginning. During our planning endeavor, we found it impossible to make any reliable projections in some areas because of the need for additional information which will require more time and intensive study. It was decided that we would devote the entire year to a continuous evaluation and planning process in order to develop the type of plans suitable to give guidance to the long-range development of the University. Where adequate information was not available, the procedure which will be followed in continuing the planning function has been outlined.

We followed the general rule of getting as many people as possible involved in the planning process. The degree of cooperation and enthusiasm for this endeavor has been gratifying especially so in view of the fact that most of the effort has been accomplished over and above normal duties and responsibilities.

The endeavor marks the first step in establishing a continuous planning endeavor at Morehead State University.

CHAPTER I

MOREHEAD STATE UNIVERSITY
STATEMENT OF PURPOSES

We believe that the University must structure a community of students, teachers, and administrators in which all elements function for the sake of scholarship and in which no one element serve only itself.

We believe that the University must develop an environment in which knowledge may be discovered and integrated for civic, regional, national, and international concerns of social significance -- even for no reason at all except the excitement of free inquiry.

We believe that the University must provide opportunity for the individual student to recognize his potentialities and to acquire self-discipline necessary for their realization.

We believe that the interaction of students committed to meaningful learning with a faculty committed to excellence of teaching must promote an atomsphere in which the student will be challenged to encounter the values, ideas, and tangible aspects of the universe.

We believe that the University has a special obligation to serve the people of eastern Kentucky and a general obligation to serve all of the citizens of the Commonwealth.

We believe that to achieve its purposes, the University must respond flexibly to the needs of the present without spurning the achievements and values of the past or overlooking the promises of the future.

STATEMENT OF PURPOSES FOR THE SCHOOLS OF THE UNIVERSITY

School of Applied Sciences and Technology

The School of Applied Sciences and Technology believes in the value of each individual and provides opportunity for the greatest development of potentialities by meeting individual needs. The School endeavors to make education relevant by inspiring creative thinking and by promoting the evaluative process. The dignity of work is recognized through the development of skills and the acquisition of knowledge necessary to become technically proficient and economically self-sufficient.

Objectives:

1. To develop specialized professional and technical competencies required of students preparing to teach in areas of Applied Sciences and Technology.
2. To provide programs which prepare students for professional careers.
3. To provide service courses and programs for students majoring in other disciplines.
4. To provide one- and two-year programs for the development of technical and vocational competencies of students who wish to become para-professionals.
5. To contribute toward the preparation of students for assuming responsibilities of leadership.
6. To provide for continuing professional growth and development through in-service programs.
7. To assist in promoting the region served by the University, with special emphasis on the educational, social, cultural, and economic factors affecting the area.

School of Education

The Teacher Education Program. The primary objective of the Teacher Education Program of Morehead State University is to prepare personnel for professional service in the educational institutions of the United States. To achieve this objective, four interrelated components of teacher education have been developed in the University. These are:

A. A two-year preparation program leading to an Associate of Applied Arts degree for auxiliary or para-professional personnel.

B. A pre-service preparation program leading to the baccalaureate degree and initial certification for teachers.

C. A graduate program of education leading either to (1) the Master of Arts degree with certification, or (2) certification based on an approved fifth-year program of study, or (3) certification based on a planned program of 30 hours beyond the master's degree.

D. An in-service program of teacher education.

The objectives of each of the components are as follows:

A. The preparation program for auxiliary personnel.

In providing pre-service and work-study education for auxiliary personnel in education, the curricula are organized to meet the needs of those who intend to enter the teaching profession at a later date as well as those who plan to terminate their formal education with the completion of the two-year program. Specifically, the goals are to provide the school auxiliary with:

1. A foundation in general education.
2. Remedial opportunities for self-improvement.

3. Specific working skills.
4. Knowledge about the growth and development of children.

B. The pre-service preparation program for teachers.

In providing for pre-service education for teachers, the curricula are organized to meet the needs of those who intend to enter the teaching profession by:

1. Offering a program of general education that will develop in the prospective teacher an adequate body of knowledge, a set of ethical and moral principles, and an ability to understand others and express himself with clarity.

2. Providing a sequential program of learning experiences designed to develop the professional competence and skill needed by a teacher in a democratic society.

3. Providing for concentrated study in one or more areas of interest which may lead to certification as elementary teachers, secondary teachers, special education teachers, and librarians

C. The graduate program in education.

Recognizing the limitation imposed upon a teacher education program based upon only four years of college experience and that the ability of the teacher can be expanded considerably by additional study, the graduate program for classroom teachers attempts to:

1. Increase competencies in subject matter by affording further study in educational subjects as well as work in supporting fields and areas different from those of former study.

2. Increase abilities for teachers by offering courses that promote professional growth through opportunities and facilities for research.

3. Provide for continuing professional development in the quest for advancement in the profession.

Recognizing that the school systems are in constant need of specialized personnel, the institution has accepted responsibility for preparing for positions of school leadership. Accordingly, the following guidelines have been adopted:

1. To develop and prepare appropriate personnel for leadership positions in the public schools.
2. To inculcate concepts of educational statesmanship, ethical behavior, and a high sense of responsibility for the development and improvement of the American school system.

D. The in-service program of teacher education.

With the realization that teacher education does not end when a teacher assumes classroom duties, the in-service program is designed to:

1. Provide for the increased competence of teachers through study in evening, Saturday, and summer courses.
2. Help teachers become aware of new methods and materials.
3. Bring to the in-service teacher new philosophies and ideas in education through class work, conferences, and consultations.

School of Humanities

The purposes of the School of Humanities are:

1. To provide a climate in which the great ideas and artistic creations of man as expressed through literature, philosophy, art, music, theater, and the arts of communication may flourish.

2. To encourage the student to express himself through these media in order that he may become an increasingly creative individual both as a person and as a member of society.

3. To discover and encourage the student whose special aptitudes and interests suggest major study in the humanities.

4. To promote the broadening of the artistic and intellectual life of the University and its region by means of concerts, exhibits, lectures, dramatic productions, radio and television programs, clinics, symposia, speeches, and writings of its faculty and students and visiting individuals and groups.

School of Sciences and Mathematics

The purposes of the School of Sciences and Mathematics are principally to prepare students for careers in Biology, Chemistry, Geology and the Earth Sciences, Mathematics, and Physics. The intensity of classroom, laboratory, and library experience in the basic course of study in each major field of natural science or mathematics, coupled with a broad background in related disciplines, prepares the graduate for professional opportunities in teaching, research and development in government or industry, or in related specialized fields. Students are encouraged to accept the challenges and opportunities offered them in these fields.

School of Social Sciences

The purposes of the School of Social Sciences of Morehead State University are to transmit relevant portions of our heritage, to develop in the student a capacity for critical analysis of social movements, and to provide a milieu which will facilitate the mastery of significant aspects of that heritage as contrasted with the mere accumulation of a body of information about that heritage.

Specialized study requisites for certain vocations are offered within this context which include:

1. To provide, through the area of concentration, a broad preparation in the social sciences for teachers in the secondary schools.

2. To offer major and minor programs for students who prefer a more concentrated preparation in one or more of the primary social science fields; economics, sociology, social welfare, geography, history, and political science.

3. To provide courses of primary interest to those pursuing the program planned for training teachers for the elementary schools.

4. To provide courses which have been especially organized as part of the general education program of the University.

5. To provide a balanced selection of experiences for those students who may wish to enlarge their training in the general area of the social sciences or in some particular subject of that area.

6. To provide courses and experiences preparatory for service in government, particularly the government of the Commonwealth and its political subdivisions.

School of Business and Economics

The purposes and objectives of the School of Business and Economics, as visualized by the faculty, are as follows:

1. To provide a general education in business and economics which will enable students to understand our economic system in order that they may play a more productive and useful role.

2. To equip the students who specialize in business and economics with the proficiency needed for careers as business managers, accountants, or economists in business or government.

3. To teach economics and business related courses at the secondary level, and to continue their education in graduate or professional schools.

4. To provide vocational and para-professional programs in clerical, secretarial, data processing, and office management skills.

5. To extend the boundaries of the University in a manner which will lend guidance and assistance to all groups working toward the economic and social development of eastern Kentucky and the entire state.

FULFILLMENT OF PURPOSES

Although the role of the University may be clearly implied by the foregoing statements of purposes, the following selected examples may illustrate how the University attempts to fulfill them.

Structure a Community of Students Teachers, and Administrators

Representatives from these elements of the University comprise a University Senate whose duty it is to consider subjects of common concern and to make subsequent recommendations for improvement and/or change.

Scholarship and Free Inquiry

In 1960 the University began to offer Master's Degrees in several areas which now include: Adult and Continuing Education, Biology, Business Education, Chemistry, Education, English, History, Music, and Psychology.

Many of the departments in the University offer independent study courses for interested students. Topics for study are selected in conjunction with a faculty member who functions, subsequently, as research advisor and critic.

The University conducts an Honors Program open to outstanding college juniors and seniors by invitation. Students selected for this program are expected to carry on significant portions of their work on an individual basis under the guidance of their advisor or other faculty member who may be qualified for the particular topic being researched. In this way an Honors student may inquire more freely into an area of interest than would be possible in the typical classroom situation. An Honors student is also expected to participate in an Honors Seminar for three semesters during his junior and senior years. Seminars are devoted to the following topics: Literature, History, Philosophy, and Science.

Discovery and Integration of Knowledge

The University sponsors a concert and lecture series during which members of the academic community may come to have new aesthetic, social and political insights resulting from encounter with appearing performers and speakers.

Construction was begun in the fall of 1970 of a dial access system to be used as a means for making review-reinforcement-stimulus and response materials instantly available to individual students. This system will allow the student to integrate knowledge more efficiently in specific fields through use of specially prepared tapes.

Recognition and Realization of Potentialities

Outstanding high school students who have completed their junior year may enroll in classes for credit at the University. These classes will be taken in addition to the high school program and not in lieu of the senior year.

The Daniel Boone Forest Music Camp, held in July, brings to the campus outstanding wind and percussion players from the country's major symphony orchestras and conductors of comparable ability for two weeks of concentrated music training. High school, college, and graduate students from most of the 50 states attend. Credit is available for a series of courses.

Both the Department of Art and the Division of Communications conduct two-week sessions during the summer for university and high school students with objectives similar to those of the Daniel Boone Forest Music Camp. Periodically, students of the performing arts tour regional high schools for the purpose of demonstrating their particular talents in order to receive practice in realizing them before live auidences.

The Division of Languages and Literature sponsors a series of publications of writings by students and faculty members. One of them, Statement, is produced entirely by students with the help of a faculty advisor.

Serve the People of Kentucky

Programs which serve the Commonwealth of Kentucky and the Eastern region in which the University is located are described beginning on page 18 of this report.

ORIGIN OF PURPOSE

Although statements of purpose have appeared in various University publications, including catalogs and the Faculty Handbook, the first formal group effort to develop a statement of purpose was carried out in 1960. During that year, the University conducted a self-study for the Southern Association of Colleges and Schools.

During 1970, the Committee on Purpose of the University studied the statements of purpose of the University's departments, division schools as well as observations on the nature of higher education written by commentators from Plato to Dewey. This information was used as a basis for the formulation of a tentative statement of purpose by the Committee. Subsequently, extensive modifications were made as a result of suggestions received during and after a faculty meeting devoted to discussion of the tentative statement.

STATUTORY FOUNDATIONS OF THE PURPOSES

The legal obligations which affect the purposes and programs of the University are specified in four Kentucky statutes pertaining to the four regional state universities and in three statutes pertaining to the Council on Public Higher Education. These statutes are as follows:

Kentucky Statutes Pertaining to the Regional State Universities

196.295 Programs of State Universities. The four state colleges, which may be recognized as universities pursuant to KRS 164.290, and Kentucky State College shall provide:

1. Baccalaureate programs of instruction;
2. Graduate programs of instruction at the masters-degree level in education, business, and the arts and sciences and programs beyond the masters-degree level to meet the requirements for teachers, school leaders and other certified personnel.
3. Research and service programs directly related to the needs of their primary geographical personnel.
4. And, may provide programs of a Community College nature in their own community comparable to those listed for the University of Kentucky Community College System, as provided by this Chapter.

EVALUATION

The statement of purposes for Morehead State University agrees with the views of the present faculty, administration, and Board of Regents. Members of the faculty and administration formally adopted the statement during a special faculty meeting on December 8, 1970. The Board of Regents subsequently approved the statement early in 1971.

History of the Statement

Prior to 1960, no extensive study had been conducted to reveal overall discrepancies between the purposes of the University and their fulfillment. However, individual faculty members were and are alert to information given them by their former students relative to this issue and often relay the information to their respective administrators and colleagues for consideration. In addition, some faculty members regularly solicit anonymous evaluations of their courses from current students in order to determine how effectively course purposes are being achieved.

One recent study of 463 Morehead graduates who had received teaching certificates showed that fewer than twenty-five percent classed their methods training as "fair" or "poor." In the same study fewer than twelve percent classed their subject matter training as "fair" or "poor."

The Committee on Purposes suggests the formation of a Purposes Review Committee which would review biennially the extent of the University's fulfillment of its statement of purpose. Further, under the Office of Research and Development, a Director of Institutional Research was employed in August, 1970. One of his first duties was to design techniques for the measurement of institutional effectiveness.

Review of the Statement

The official statement of purposes for the University and for the various schools, divisions and departments of the University are subjected to review whenever they are written. Regarding analyses of school and departmental functions, it may be noted that the School of Applied Sciences and Technology received in 1969 the report of an ad hoc committee set up to study the functioning of that School. While the committee did not investigate directly the extent to which the School's purpose was being fulfilled, it did make recommendations regarding procedural and administrative policies which, when implemented, could contribute to more effective achievement of the School's purpose.

The School of Humanities has recently completed reorganization of its departmental structure to facilitate the accomplishment of the stated aims and purposes, as has the School of Sciences and Mathematics.

During the course of the change from college to university status in 1966, an evaluation of functions in relation to purpose was made on department, division, school, and university levels which was extensive and which involved all elements of the University. Organizational and administrative evaluations by functional areas are affected on a continual basis.

Assessment and review of University purposes is a continual process to reflect changes in societal and regional influences which affect the role of the University.

PROJECTION

Changes in the Purposes

Changes in the purposes of the University are contemplated as changes in society take place and are identified for implication in the role of the University. So that the University may periodically evaluate its programs and their effectiveness in relation to its purposes, it is suggested that there be a committee established to review the University purposes to consist of the following members:

Chairman, (non-voting) Present Chairman of the Committee of Purposes

1 Representative School of Applied Sciences and Technology
1 Representative School of Business and Economics
1 Representative School of Education
1 Representative School of Humanities
1 Representative School of Sciences and Mathematics
1 Representative School of Social Sciences
2 Representatives appointed by the Administrative Council
2 Representatives appointed by the Student Council

One person will be elected as vice-chairman each year and will assume the chairmanship the following year.

The duty of the committee will be to review in each odd numbered year beginning with the fall of 1972 the programs, facilities, personnel, and budgets and their effectiveness in relation to the purposes of Morehead State University.

CHAPTER II

ACADEMIC DEVELOPMENT AT MOREHEAD STATE UNIVERSITY

Morehead State University is an academic community that has expressed the needs of the region in terms of educational programs beyond the high school. The impetus began with the inauguration of the present President, Dr. Adron Doran, and under his direction those individuals were employed who could give meaning to scholarship and who could give promise for future development of human resources.

The most recent reorganization of the University was completed in 1966, and effective functioning of the various facets of the University have been the shared responsibility of administration, faculty, and the student body working as a partnership.

In the decade of the sixties, a phenomenal growth at Morehead State University thrust the institution into new arenas -- arenas that can best be described by the new and innovative programs, both on and off campus, and be revised programs that have continued to meet the burgeoning demands of a regional state university. In the decade that lies ahead, an attitude of consolidation of present programs needs to be considered as a first priority and the improvement of instruction, a more complete academic advisement program for students and a vigorous community college must have the undivided attention of those responsible for the future of the University.

In the decade of the seventies, faculty size, physical facility development, and budget expansion will come about when specific needs are delcted as a result of careful study.

As it is done reasonably, with intelligent foresight, the role and scope of the University as it is written by a representative number of the membership at Morehead State University, will provide the guidelines for a greater profundity in education.

Nothing that will be written now or in the immediate future will be fixed, rather the writings will be a means to an end -- the Role and Scope is a means to an end and as such, will provide the guidelines for a profundity in education greater than the profundity found to exist now.

DIRECTIONS FOR UNDERGRADUATE PROGRAMS AT MOREHEAD STATE UNIVERSITY

One means of structuring a written report concerning directions for undergraduate programs at Morehead State University for the next five years might be to use three major sections into which the great majority of efforts by any university might fit themselves logically. These three sections, or component parts, of the academic program -- instruction, service, and research -- form the organizational structure.

Instruction

The primary thrust of any institution of higher education must be instruction. For the immediate five years ahead at Morehead State University, the instructional program within each facet of the University must be assessed and justified according to how well the present program meets the purpose or purposes for that particular component of the total university. In order to assess the validity of any program offered and to justify that program's existence, objective evaluative techniques need to be implemented over a broad academic area to a greater degree than presently exists.

Any new programs being introduced into the instructional arena must result from a thorough assessment of need and enjoy a clear justification which implies that the given program will lead to an improvement in the curriculum for that particular department or school.

A central thrust in the area of undergraduate programs should be to provide for greater flexibility in those courses and programs being offered currently. The University has provided for this in its recent move in the area of general education requirements to allow programming to be flexible enough to be adapted to the particular needs of any given student. This flexibility needs to be extended into the various baccalaureate degree programs A serious question with which this institution will be faced in the next five years will be whether to move our technical programs into a strong terminal-oriented approach or to remain in our present truncated baccalaureate approach. As a part of the flexibility question, we as a University need to look carefully in the direction of allowing residence credit for those courses taught off campus in a laboratory more suitable for those particular courses than we have available on campus. In order for our baccalaureate programs to continue to be relevant to those students pursuing various degrees, each degree needs to be judged on its merits according to how well it prepares a given student for the world in which he will work in a very short period of training time.

The need for more effective internal analysis of the University is imperative. Without a thorough system of communication within the total academic structure, there will be a tendency to proliferate courses to serve needs that can be served much more efficiently by programs already in existence in another academic area on campus.

In summary, the central thrust of any academic institution needs to be in the area of instruction. This must be the case for Morehead State University. However, whatever changes are made need to be made within the framework of a total academic community based on an assessment of our purposes and needs in light of availability of personnel, facilities, equipment, etc., and bolstered by objective data which signify that any given program will materially aid in the achievement of not only the particular purposes of that department, but also greater realization of purpose for the total academic program.

Service

An integral component of Morehead State University's reason for existence is service to the region, state, and nation. A key part of this statement is the service of this institution to the region. Historically, the regional universities have provided trained personnel and training programs of various kinds for the people of a given region primarily. This has been true particularly in the areas of the various baccalaureate and masters programs offered by Morehead State University. However, in the five years to come, the expertise available at this University needs to be moved from the campus to the region to a much greater degree through various workshops and in institutes as well as through various technical programs, consultant services, and off-campus centers.

Various media will be used to communicate with the region in order to pave the way for service to that region. Morehead State University has available an expertise in practically every area in which any given community may need service. It behooves us as a University to make known our expertise and its availability. The arena for service to the many facets of this geographical region need not be necessarily in an off-campus situation. There are many institutes, workshops, and comprehensive short-term training programs wherein it would be better for the people of the region to come to Morehead State University's campus. The deciding factor on where to locate a given program should be the laboratory situation needed to fulfill most adequately the purposes of a given program.

In summary, the entire service component for Morehead State University during the next five years should be logically fit into the unified academic program offered by Morehead State University. To move any part of the academic program to the point where a given service function would be isolated from either the campus community or on-going academic program at Morehead State University would prove folly. The region with all of its people, places, and problems must become a laboratory for the instructional programs offered by this institution.

Research

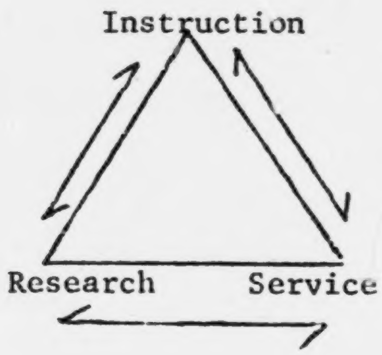
The third component of the academic program, research, must exist to serve and to strengthen the instructional and service components of the University. Two kinds of research are needed at Morehead State University in the next five years; namely, basic and applied.

The service function of research can best be noted in the applied research performed. This area involves evaluating what a university is doing in the areas of instruction and service as it identifies the needs of the students and the region being served. The results from this kind of research then can serve to provide either greater flexibility being built into any existing program, a change in the direction being taken in either a program being offered on campus or some service unit being offered off campus, or can serve to stimulate the initiation of an entirely new program which will serve given identified needs in order that the total instructional program might be strengthened.

Basic research is needed also if instruction and service are to remain relevant. In order that the expertise of a university may remain relevant, the knowledge imparted, either by the professor in the classroom or the professor "in the field" represented by the geographical region being served, must fit into the "cutting edge" of new knowledge made available by basic research

There must not be an overbalance between the two types of research The proper means by which the roles of the two types of research. The proper means by which the roles of the two kinds of research are balanced will need to be weighed on the scale of purpose for this institution. At this point, that purpose dictates that applied research plays the larger role because of the commitment of this institution in its instructional role.

The concept of instruction, research, and service at Morehead State University can best be illustrated by the following diagram:



Instruction is at the apex of importance at Morehead State University with research and service playing a supportive role.

Summary

Projections for undergraduate programs at Morehead State University for the next five years must be based on knowledge of the present with available objective historical data. Accompanying these facts must be an awareness that situations are changing constantly and projections must be malleable enough to be altered when such is justified.

Throughout whatever changes occur, certain components within an institution remain relatively unchanged structurally. Hence, the organizational structure: instruction, service, and research. These entities have served and should continue to serve as the framework from which specific programs can originate and change to meet the needs of the University in its programs on and off campus.

The major thrusts to be made by Morehead State University in the approaching five-year period have been presented as being in the areas of providing for more objective assessment of existing programs, providing greater justification for and greater flexibility in any program to be placed in the unified offerings of Morehead State University's instructional program, providing for greater service to the immediate geographical region, and providing for adequate research to bolster our instructional and service components. These thrusts, though they be ever-changing in specific areas in order to meet their given purposes, will be part of a more stable organization for planning purposes; namely, either in instruction, service, or research.

DIRECTION FOR
GRADUATE PROGRAMS AT
MOREHEAD STATE UNIVERSITY

Since 1966, Morehead State University has moved cautiously in the development of graduate programs. Programs which have been approved have been critically reviewed in terms of faculty support, library resources, student demand, and proper facilities. Only those programs have been approved which meet the instructional criteria for the offering of a new program.

Graduate enrollment at the University has increased consistently since 1966. The following data demonstrates the increase in graduate enrollment for the past six academic years:

1966 - 308 graduate students
1967 - 422 graduate students
1968 - 474 graduate students
1969 - 560 graduate students
1970 - 582 graduate students
1971 - 639 graduate students

From all research indications, the graduate enrollment of the institution should continue to grow at the same rate as it has in the academic years since university status.

In the Spring of 1971, the Board of Regents of the University approved additional Masters' Degree Programs to be offered in the following fields: Communications, Art Education, Industrial Education, Sociology, Political Science, Physical Education, and Business Administration.

The graduate energies of the University for the next five years will be expended on the development of these new programs. Considerable campus activity, such as studies of faculty resources, library support, and student demand are under way at the present time which will offer a strong basis of support for the implementation of these new programs during the forthcoming five years. The previously approved Specialist Degree in Education will also receive considerable attention during this period as the institution moves to meet its responsibilities to educators in the region.

A further direction of graduate education at Morehead State University will probably move significantly in the direction of off-campus graduate instruction. Efforts will be expended to establish regional graduate off-campus centers in areas which will serve the needs of residents of the University's service region.

The University will attempt to develop series of graduate course offerings at Pikeville, Ashland, Prestonsburg Cynthiana, and other off-campus locations. Extensive efforts will also be made to render assistance at the graduate level to local school systems which are identifying curricular areas in which the University can be of service. These plans are very much in keeping with the philosophy of regional service to which the University adheres.

The detailed submission from each School of the University will further isolate the efforts which will be necessary for the achievement of the graduate goals of the institution in the coming five years.

CHAPTER III

MOREHEAD STATE UNIVERSITY PROJECTED ENROLLMENT

Introduction

The basis for the projection of the head-count enrollment at Morehead State University begins with an analysis of Kentucky high schools sending students to the University. In order to determine the projected enrollment figures at the University, the actual number of students enrolled currently in grades eight through twelve in Kentucky schools was obtained.

Using percentage figures predicting how many of these students will graduate from high school, the college-going rate of students from these schools, and the Morehead State University going rate from these schools, a projected in-state enrollment figure by years was obtained. The total projected enrollment is based on these in-state figures.

Certain basic assumptions were made in doing this projected head-count enrollment study:

1. That the out-of-state enrollment will remain a constant percentage of the total enrollment.
2. That the college-going rate to Morehead State University from each Kentucky high school will remain constant based upon the five previous year average.
3. That the enrollment by sex will continue to be 52% male and 48% female as this has been the most constant trend in the past.

Procedural approach of computing projected head-count enrollment at Morehead State University for lower division, upper division, and graduate students:

1. Obtain 1970-71 enrollment figures for grades 8-12 in Kentucky schools.
2. Apply appropriate percentages for the school's holding power to total enrollment by class.
3. Compute projected size of graduating classes of Kentucky high schools, 1971-75.
4. Apply appropriate percentages to determine the number of high school graduates going to college
5. Compute projected number of Kentucky high school graduates entering college.
6. Apply appropriate percentage for graduates entering colleges and selecting Morehead State University.
7. Projected number of high school graduates entering Morehead State University.
8. Added projected number of graduates entering Morehead State University by year of high school graduation.
9. Total fall in-state freshman enrollment, 1971-75.
10. Obtain enrollment of:
    - a. Freshmen for 1963-66
    - b. Sophomore for 1964-67
    - c. Juniors for 1965-68
    - d. Seniors for 1966-69
11. Add to obtain total freshmen-seniors for the above periods.
12. Compute:
    - a. Sophomores/Freshmen x 100
    - b. Juniors/Sophomores x 100
    - c. Seniors/Juniors x 100
13. This computation provides an retention rate by years of--

a.	Freshmen to Sophomore	67.9%
b.	Sophomore to Junior	89.8%
c.	Junior to Senior	107.6%

It is possible to get more than 100% in a given year because of the entry of transfer students at the upper division level.

14. Application of attrition rates to known 1970 class sizes and project fall enrollments for 1971-75.

15. This gives the projected in-state enrollment by classes, 1971-75.

16. Add the out-of-state enrollment constant.

17. A total undergraduate enrollment by years is the possible.

18. To this add the projected graduate school factor for a total enrollment figure on a head-count basis.

19. A further breakdown was made based on a 52% male and and 48% female percentage computation.

Table 1 gives the results of the stated computational procedures for projecting the lower division, upper division, and graduate school enrollment at Morehead State University. The formula used for converting the projected head-count enrollment to FTE is as follows: The undergraduate enrollments are increased 1% to reflect the number of graduate students who are taking undergraduate courses. The graduates level is decreased 10% for the same purpose.

The average number of credit hours now being taken by undergraduates is 14.66. The enrollment computed in Table 1 is multiplied by this figure. The result is then divided by 16, per Council on Public Higher Education requirements, in arriving at the FTE figure.

The average credit hour load of graduate students is 5.06. This figure is multiplied times the computed graduate enrollment. The resulting figure is divided by 12, per Council on Public Higher Education requirements, in arriving at the FTE figure. The enrollment projections are based upon those derived last year which were subsequently revised this fall.

Table I

Total Projected Enrollment for
Morehead State University by Years

1971-1972

	Lower Division	Upper Division	Graduate	Total
Head Count	3,195	2,425	639	6,259
FTE	2,925	2,224	270	5,419

1972-1973

	Lower Division	Upper Division	Graduate	Total
Head Count	3,333	2,319	650	6,302
FTE	3,013	2,291	278	5,582

1973-1974

	Lower Division	Upper Division	Graduate	Total
Head Count	3,343	2,551	665	6,559
FTE	3,103	2,360	286	5,749

1974-1975

	Lower Division	Upper Division	Graduate	Total
Head Count	3,464	2,674	680	6,818
FTE	3,206	2,474	296	5,960

1975-1976

	Lower Division	Upper Division	Graduate	Total
Head Count	3,501	2,688	701	6,890
FTE	3,240	2,488	304	6,007

PROJECTED ENROLLMENT FOR MOREHEAD STATE UNIVERSITY FOR 1971-1972 THROUGH 1975-1976 BY SCHOOLS

Students at Morehead State University do not enroll in one of the University's six Schools. Therefore, it is not possible to precisely break down the University's enrollment by School. Nevertheless, reasonable estimates of the University's enrollment by Schools have been derived from data concerning the area of concentration or the first major for each student enrolled at the University. Those students who have chosen an area of concentration or a first major or are enrolled in a special program offered by a School are credited to that School. Three hundred eighty-one students who had not yet decided upon a program of studies were credited to the Schools on a proportional basis by size of School. The enrollment figures were projected for the period 1971-1972 through 1975-1976 using the same growth rate projected for the total University.

Projected figures will be adjusted when an analysis of holding power is completed on the stated student objectives as to area of concentration, first major, second major, first and second minor, as well as special programs. With this completed, it is hoped that the holding power of each program can be developed from the entry point into a stated objective until the goal is reached.

Projected Enrollment for
Morehead State University by Years
School of Applied Sciences and Technology

1971-72

Freshmen	Sophomores	Juniors	Seniors	Graduates	Total
253	156	136	149		694

1972-73

Freshmen	Sophomores	Juniors	Seniors	Graduates	Total
271	163	130	143		707

1973-74

Freshmen	Sophomores	Juniors	Seniors	Graduates	Total
266	163	143	156		278

1974-75

Freshmen	Sophomores	Juniors	Seniors	Graduates	Total
276	169	150	163		758

1975-76

Freshmen	Sophomores	Juniors	Seniors	Graduates	Total
279	171	151	163		764

Projected Enrollment for
Morehead State University by Years
School of Business & Economics

1971-72

Freshmen	Sophomores	Juniors	Seniors	Graduates	Total
322	239	190	212	22	985

1972-73

Freshmen	Sophomores	Juniors	Seniors	Graduates	Total
338	245	182	203	24	990

1973-74

Freshmen	Sophomores	Juniors	Seniors	Graduates	Total
333	246	200	223	23	1,025

1974-75

Freshmen	Sophomores	Juniors	Seniors	Graduates	Total
345	255	210	234	46	1,088

1975-76

Freshmen	Sophomores	Juniors	Seniors	Graduates	Total
349	258	211	235	61	1,114

Projected Enrollment for
Morehead State University by Years
School of Education

1971-72

Freshmen	Sophomores	Juniors	Seniors	Graduates	Total
479	391	418	397	537	2,222

1972-73

Freshmen	Sophomores	Juniors	Seniors	Graduates	Total
501	406	399	380	546	2,232

1973-74

Freshmen	Sophomores	Juniors	Seniors	Graduates	Total
503	407	439	418	557	2,324

1974-75

Freshmen	Sophomores	Juniors	Seniors	Graduates	Total
521	422	460	438	548	2,389

1975-76

Freshmen	Sophomores	Juniors	Seniors	Graduates	Total
527	427	462	439	548	2,403

Projected Enrollment for
Morehead State University by Years
School of Humanities

1971-72

Freshmen	Sophomores	Juniors	Seniors	Graduates	Total
292	216	184	156	41	889

1972-73

Freshmen	Sophomores	Juniors	Seniors	Graduates	Total
305	225	176	149	41	896

1973-74

Freshmen	Sophomores	Juniors	Seniors	Graduates	Total
306	226	194	164	42	932

1974-75

Freshmen	Sophomores	Juniors	Seniors	Graduates	Total
317	234	203	172	43	969

1975-76

Freshmen	Sophomores	Juniors	Seniors	Graduates	Total
320	237	204	172	45	978

Projected Enrollment for
Morehead State University by Years
School of Science and Mathematics

1971-72

Freshmen	Sophomores	Juniors	Seniors	Graduates	Total
188	128	96	89	23	524

1972-73

Freshmen	Sophomores	Juniors	Seniors	Graduates	Total
197	134	92	86	24	533

1973-74

Freshmen	Sophomores	Juniors	Seniors	Graduates	Total
198	134	101	95	25	553

1974-75

Freshmen	Sophomores	Juniors	Seniors	Graduates	Total
205	139	106	100	25	575

1975-76

Freshmen	Sophomores	Juniors	Seniors	Graduates	Total
207	141	107	100	28	583

Projected Enrollment for
Morehead State University by Years
School of Social Sciences

1971-72

Freshmen	Sophomores	Juniors	Seniors	Graduates	Total
211	199	231	287	17	945

1972-73

Freshmen	Sophomores	Juniors	Seniors	Graduates	Total
221	208	222	276	17	944

1973-74

Freshmen	Sophomores	Juniors	Seniors	Graduates	Total
222	209	244	304	18	997

1974-75

Freshmen	Sophomores	Juniors	Seniors	Graduates	Total
230	217	256	318	18	1,039

1975-76

Freshmen	Sophomores	Juniors	Seniors	Graduates	Total
233	219	257	320	19	1,048

CHAPTER IV

NEW PROGRAMS AND COURSES PLANNED FOR IMPLEMENTATION DURING THE NEXT FIVE YEAR PERIOD

Each school was asked to project the new programs and courses being planned for implementation during the next five years. Subsequently, each dean met with his department heads to explain what was needed and encouraged a total involvement of the faculty members in each department.

These departmental plans were summarized by each dean to provide a school summary. No censureship of proposed programs or courses was attempted by the dean of the school or the writer of this five year plan.

It is difficult to deny the need for any of the proposed programs or courses at this time. However, with the intensive study which is to be conducted during the next two years, a firm base for establishing or rejecting and new endeavors will be available to give the University in its decision making process.

Many of the proposed courses will be taught by existing faculty members without additional staff requirements. However, some will require additional faculty and staff members.

Because of the paucity of funds to support new program development, some priorities for funding during the next biennium were developed. These priorities were established in areas where the greatest manpower needs exist and where facilities and equipment would be available. These priorities have been listed in a separate section under Educational Development priorities.

Currently, studies are being conducted to determine student objectives, manpower needs, and population trends. The results of these studies will form a basis for future curriculum revision additions of new programs and assess specifically the programs and/or courses which will be phased out during the next five years.

New Programs/or Courses to be Implemented by Schools
During the Next Five Years
SCHOOL OF APPLIED SCIENCES AND TECHNOLOGY SUMMARY

1971-72	1972-73	1973-74	1974-75	1975-76
Agriculture *Agriculture Education	Agriculture **Agricultural Mechanics **Ornamental Horticulture	Agriculture **Animal Science **Riding Academy	Agriculture **Forest Management and Recreation **Livestock and Poultry Technology	Agriculture Veterinarian Technician
Home Economics *Food Service Technology	Home Economics **Child Development	Home Economics **Hotel-Motel Management	Home Economics *Master's Degree in Home Economics	
Industrial Education	Industrial Education **Two Year Plastics Tech. **Two Year Metallurgy **Two Year Electro-Mechanical **Master's Degree in Industrial Education **Two Year Construction Technology Program 300 Level Material Listing	Industrial Education 500 Level Courses 300 Level (Power Mech. II) 300 Level (Fluid Power II) 200 Level (Construction) 200 Level (Manufacturing)	Industrial Education **Two Year Power Technology 300 Level (Material Analysis)	Industrial Education 300 Level (Metallography)
Nursing & Allied Health Associate Degree Nursing (Two Year) Mental Health Technology (Two Year)	Nursing & Allied Health Medical Assistant (Two Year)	Nursing & Allied Health **Medical Records Technology **Home Health Technology	Nursing & Allied Health **Baccalaureate Nursing	
	Computer Technology - Scientific			

NOTE: ALL PROGRAM PROJECTIONS ARE TENTATIVE. OVER THE NEXT NINE MONTHS THE SCHOOL WILL UNDERTAKE AN IN-DEPTH STUDY OF NEED AND JUSTIFICATION FOR PROJECTED PROGRAMS AND OF POTENTIAL PROGRAMS.

*New programs are in progress.
**Proposed new programs.

SCHOOL OF BUSINESS AND ECONOMICS

New Programs/or Courses to be Implemented by Schools
During the Next Five Years

1971-72	1972-73	1973-74	1974-75	1975-76

During the next 5 years eight (8) new graduate courses will be added in Business Administration, Accounting and Economics to support the Master of Business Administration degree which will be offered for the first time in 1974-75.

Minor changes in graduate research courses and in the undergraduate curriculum are all contained in the Departmental reports.

SCHOOL OF EDUCATION SUMMARY

New Programs/or Courses to be Implemented by Departments During the Next Five Years

Packet 4

1971-72	1972-73	1973-74	1974-75	1975-76
Instructional Media				
NEW PROGRAMS:				
(1) Undergraduate minor in librarianship/educational media.				
(2) Major at the graduate level consistent with the new American Library Association standards.				
(3) One/two year terminal program for educational media aides.				
NEW COURSES:	Ed. 482G-3 hrs. Production of Audio-visual materials. 300 level 3 hr. course in production of Educational Television programs.	500 level 3 hr. course Organization and Administration of the Media (or Learning Resources) Center. 400G level course Selection and Utilization of Educational Media.	500 level 1 hr. course Seminar in Media 500 level - 1-3 hr. course Problems in Educational Media 400G or or 500 level course in Advanced Educational Television Production	
Professional Laboratory Experiences				
NEW PROGRAMS: None	None	None	None	None
NEW COURSES: None	None	None	None	None
SECONDARY EDUCATION:				
NEW PROGRAMS: None	None	None	None	None
NEW COURSES:	Ed. 4--G Directed Readings in Secondary Education 1-3 hrs	Ed. [illegible]-- Prelaboratory Experiences taken the semester immediately preceding Ed. 4[illegible]7 2 hrs.	Ed. 4--G Verbal and Nonverbal Behavior 3 hrs.	Move to competency-based approach in undergraduate Secondary School Teacher Preparation Program

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SECONDARY EDUCATION SUMMARY

New Programs/or Courses to be Implemented by Departments
During the Next Five Years

1971-72	1972-73	1973-74	1974-75	[illegible]
	Ed. 4--G Directed Readings in Secondary Education (1-3 hours) Ed. 5-- School Evaluation (2 hours) Ed. 5-- Development of American Secondary School (3 hours) Ed. 2-- Foundations of Secondary Education (2 hours) Expand Ed. 534 Secondary School Curriculum to 3 hours Delete Ed. 530 as a requirement in the Secondary Teachers Program Requirements for Secondary Teacher Program changed to Ed. 500, Ed. 580, Ed. 510, Ed. 534, and Ed. 5-- (Dev. of Amer. Sec. Sch.) Masters Degree - 32 hours Transfer Ed. 210 from Foundations Department to Secondary Education Department	Ed. 3-- Prelaboratory Experiences (2 hours) taken the semester immediately preceding Ed. 477 Institute Simulation Laboratory for use in connection with Ed. 210, Ed. 3--, and Ed. 477 Establish 3rd microteaching station for use in connection with Ed. 477	Ed. 4--G Verbal and Nonverbal Behavior (3 hours) Move to competency-based approach in selected basic graduate courses--Ed. 500, 580, 534 Withdraw Ed. 410 from Ed. 477 Institute 6-10 student teaching organization carrying 12 hours credit for laboratory experience	Move to competency-based approach in undergraduate Secondary School Teacher Preparation Program Establish 4th microteaching station for use in connection with Ed. 410, Ed. 477

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New Programs/or Courses to be Implemented by Schools
During the Next Five Years

1971-72	1972-73	1973-74	1974-75	1975-76
Secondary Education Cont'd.	Ed. 5-- School Evaluation 2 hrs. Ed. 5-- Development of American Secondary School 3 hrs. Ed. 2-- Foundations of Secondary Education 2 hrs. Expand Ed. 534 Secondary School Curriculum to 3 hrs. Delete Ed. 530 as a requirement in the Secondary Teachers program Requirements for Secondary Teacher Program changed to Ed. 500, Ed. 580, Ed. 510, Ed. 534, and Ed. 5-- Development of American Secondary School Masters Degree 32 hrs. Transfer Ed. 210 from Foundations Department to Secondary Ed. Dept.	Institute Simulation Laboratory for use in connection with Ed. 210, Ed. 3--, and Ed. 477. Establish 3rd. microteaching station for use in connection with Ed. 477	Move to a competency-based approach in selected basic graduate courses Ed. 500, 580, 5[illegible]. Withdraw Ed. 410 from Ed. 477 Institute 6-10 student teaching organization carrying 12 hrs. credit for laboratory experience.	Establish fourth microteaching station for use in connection with Ed. 410, Ed. 477.
HPE&R NEW PROGRAMS: (1) Major in Community Health -- Undergraduate Level (2) Major in Safety Education -- Undergraduate Level (3) Minor in Dance -- Undergraduate Level				
NEW COURSES:	(1) Major-Communtiy health 200 Environmental Sanitation 300 Epidemiology 400 Community Health Administration 100 Intro. to Public Health 400 Public Health Laws 200 Communicable & non-Communicable Diseases	(3) Minor-Dance 300 Introduction to Movement Ed. 300 Analysis of Rhythms 200 Creative Rhythms for Children 200 Practicum in Folk Dance 200 Practicum in Ballroom Dance 200 Ballet and Tap 300 History and Principles of Dance		

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New Programs/or Courses to be Implemented by Schools
During the Next Five Years

1971-72	1972-73	1973-74	1974-75	1975-76
HPE&R Cont'd.				
NEW COURSES:	(2) Minor-Safety Education 300 Drugs 300 Accident Prevention 400 Fire Prevention 400 Industrial Hygiene 400 Behavioral Approach to Drivers Education			
Breck				
NEW PROGRAMS: None	None	None	None	None
NEW COURSES: Photographic Processes - 1 unit Graphic Representation - 1 unit Office Practices - 1 unit Environment Sciences - 1 unit	Developmental Reading (non-credit) Latin in American History - 1 unit Business Principle. 1 unit Beginning Shorthand - 1 unit Drivers Education - 1/2 unit Mathematic Foundations (non-credit)	Other courses (Credit and non-credit) may be proposed as needed but emphasis will be in the independent study/research oriented areas of study.		
Elementary				
NEW PROGRAMS: (1) Expansion of Pre-School program as demonstration center.				
NEW COURSES:	Ed. 3--Teaching Social Studies in the Elementary School	Career Education 250 [illegible] Elementary Education per year		

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New Programs/or Courses to be Implemented by Schools
During the Next Five Years

1971-72	1972-73	1973-74	1974-75	1975-76
Psychology & Special Ed.				
NEW PROGRAMS: None	None	None	None	None
NEW COURSES:		Speech & Language Development--A study of the sequential development of speech and language in the child. Phonetics. A study of sounds used in standard speech and ability to use the phonetic alphabet. Speech Mechanisms--An intricate study of the muscles, cartilages, and organs involved in the production of speech. Audiology -- Science of hearing.	Advanced Speech Pathology. Limited experiences in therapy procedures. Audiometry. The measurement of hearing. Stuttering. Nature, causes, and treatment of stuttering. Cleft Palate and Cerebral Palsy Speech. Nature, causes, and treatment of speech problems associated with each. Voice Disorders. Nature, causes and treatments. Hearing Disorders. Observation and Practicum in Speech Therapy.	Student Teaching in Speech Therapy.
Dept. of Counseling & Educational Foundations				
NEW PROGRAMS: (1) Masters in Counseling & Human Relations (L973-74)		None	None	None
NEW COURSES:	Ed/Ind. Ed. 300 or 400G level Vocational Guidance in the Classroom Ed/Ind. Ed. 300 or 400 level Career Development and Vocational Development			

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New Programs/or Courses to be Implemented by Departments
During the Next Five Years

1971-72	1972-73	1973-74	1974-75	1975-7
Dept. of Counseling and Educational Foundations, Cont'd.				
New Courses:				
	Ed. 481 G Introduction to Educational Statistics (reactivated)			
		Ed. S. Guidance/Counseling		
Adult & Continuing				
NEW PROGRAMS: None	None	None	None	None
NEW COURSES: The Department does not anticipate the addition of/ or any major changes in courses during the next five years. The potential involvement with the community college and the development of University Breckinridge into a community school might be considered a new program responsibility.				
Administration, Supervision, & Higher Education				
NEW PROGRAMS: (1) Six programs with the necessary course revisions and additions were implemented 1970-71 prior to the inception of this study. No new programs or courses are anticipated or planned. Major emphasis will be placed on successful implementation of the six programs mentioned above.				

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School of Humanities Summary
New Programs/or Courses to be Implemented by Schools
During the Next Five Years

1971-72	1972-73	1973-74	1974-75	1975-76
Department of Art	Department of Art	Department of Art	Department of Art	Department of Art
NONE	451G-Printmaking III 465G-Modern & Contemporary Art History 471G-Seminar 555-Advanced Ceramics 551-Printmaking IV 580-History and Philosophy of Art Education in American History 527-Reading in Art Education 599-Thesis New Program Bachelors of Fine Arts Masters: Art Education Art	506-Portrait Painting 592-Sculpture. Metal Casting 337-Jewelry and Metal Work	240-Weaving I 437-Jewelry and Metal Work II 270-2-Dimensional Commercical Design I	340-Weaving II 370-3-Dimensional Commercial Design II
Division of Communications	Division of Communications	Division of Communications	Division of Communications	Division of Communications
NONE	Master of Communications Degree Journalism Major Dramatic Art Major, Non-Teaching Area of Concentration in Communication Courses R-TV 359-Special Studies in Multi-Media R-TV 4[illegible]2G-Sales & Promotion R-TV 453-Film Criticism R-TV 350-Film Production I R-TV 457G-Film Production II R-TV 555-Radio-TV Seminar	NONE	NONE	NONE

School of Humanities Summary (Continued)
New Programs/or Courses to be Implemented by Schools
During the Next Five Years

1971-72	1972-73	1973-74	1974-75	1975-76
Department of Language and Literature	Department of Language and Literature	Department of Language and Literature	Department of Language and Literature	Department of Language and Literature
NONE	Courses to be Added	NONE	New Program	
	Minor in Russian		Creative Writing Program	
Department of Music	Department of Music	Department of Music	Department of Music	Department of Music
NONE	NONE	NONE	NONE	NONE
Department of Philosophy	Department of Philosophy	Department of Philosophy	Department of Philosophy	Department of Philosophy
NONE	Courses to be Added	NONE	NONE	NONE
	American Philosophy Symbolic Logic Analysis of Ideas			

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School of Sciences and Mathematics Summary
New Programs/or Courses to be Implemented by Departments
During the Next Five Years

1971-72	1972-73	1973-74	1974-75	1975-76
Division of Biological Sciences	Division of Biological Sciences	Division of Biological Sciences	Division of Biological Sciences	Division of Biological Sciences
NONE	PROGRAMS Developmental of Major option in Environmental Biology Developmental of Minor option in Environmental Biology COURSES 400G-Aquatic Biology 400G-Animal Ecology	Cooperate with the School of Applied Sciences and Technology in developing: Paramedical Programs in Dental Hygiene, Dental Technology and Physical Therapy	NONE	NONE
Department of Geosciences	Department of Geosciences	Department of Geosciences	Department of Geosciences	Department of Geosciences
NONE	NONE	Assist in developing an "Interdisciplinary Environmental Studies Program	NEW PROGRAM Environmental Field and Laboratory Workshop (off-campus programs as well as science majors and minors. Would also serve as a research facility for the staff.	NONE
Department of Physics	Department of Physics	Department of Physics	Department of Physics	Department of Physics
NONE	NONE	New Course (Physics 375) Principles and Techniques of Physics II	NONE	New Program Master of Arts Degree in Physics Teaching(Proposed) New Courses to Include: 500-Thesis 501-Design of Laboratory Experiments 591-Classical Mechanics 592-Electromagnetism 593-Applications of Quantum Mechanics

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School of Sciences and Mathematics Summary (Cont.)
New Programs/or Courses to be Implemented by Schools
During the Next Five Years

1971-72	1972-73	1973-74	1974-75	1975-76
Department of Science Education NONE	Department of Science Education New Program Master of Arts in Teaching Science	Department of Science Education Courses to be Added Science for the Biology Teacher Science for the Chemistry Teacher Science for the Physics Teacher Science for the Earth Science Teacher	Department of Science Education NONE	Department of Science Education NONE
Division of Mathematical Sciences Courses to be Added Math 101, General Math Math 102, Finite Math Math 225, Elementary Linear Algebra Math 404G, Topology Math 411G, Functional Analysis Math 421G, Nonparametric Statistics New Program Develop a minor in Applied Statistics. The minor would not require additional courses for implementation although the addition of one Statistics course would be desirable. This minor would be a basic forerunner to the two-year program mentioned for development in 1973-74.	Division of Mathematical Sciences Courses to be Added Math 402G, Econometrics Math 422G, Multivariate Analysis Math 473G, Projective Geometry (Replacing 472) Math 311, Numerical Analysis New Program With the return of David Tucker with his experience and training in computers and applied mathematics, we wish to join with the School of Applied Science and Technology in the development of a two-year program Applied Mathematics and Computer Science. (Program listed in Applied Science and Technology)	Division of Mathematical Sciences NONE	Division of Mathematical Sciences NONE	Division of Mathematical Sciences NONE

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School of Social Sciences Summary
New Programs/or Courses to be Implemented by Departments
During the Next Five Years

1971-72	1972-73	1973-74	1974-75	1975-76
Department of Geography Political Geography Appalachian Geography Cultural Geography	Department of Geography Concepts and Techniques Historical Geography of the United States	Department of Geography MA Program in Geography Population Geography Research Methods Development of Geographic Thought Location Analysis Seminar: Economic Geography Seminar: Cultural Geography Seminar: Physical Geography Thesis	Department of Geography NONE	Department of Geography NONE
Department of History NONE	Department of History 300-Religion in American History 400-Metropolitan America 400G-War in the Modern World 300-Asian History	Department of History MAJOR: National Security Interdepartmental New Courses 300-History of Revolution 200-Introduction to National Security 500-The American Dream 300-Appalachian History 300-History of the American Indian	Department of History New Courses 300-International Tensions 400G-American Military Policy 300-Women Through the Ages 400G-British Empire 300-American Labor History	Department of History New Courses 400G-National Security Policy Making 300-History of Agriculture 300-Islam and the Middle East 300-Imigrants in America
Department of Political Science Undergraduate Courses Public Opinion and Propaganda American Civil Rights Politics of Ecology	Department of Political Science Implementation of the Master of Arts in Political Science	Department of Political Science Undergraduate Courses Introduction to Political Behavior Methods of Political Inquiry	Department of Political Science NONE	Department of Political Science NONE

School of Social Sciences Summary (Continued)
New Programs/or Courses to be Implemented by Departments
During the Next Five Years

1971-72	1972-73	1973-74	1974-75	1975-76
Department of Political Science Graduate Courses Politics of Ecology Comparative Political Systems Seminar: American Political Parties and Pressure Groups American Chief Executives Thesis	Department of Political Science Graduate Courses NONE	Department of Political Science Graduate Courses Basic Theories in the Study Politics and Political Behavior	Department of Political Science Graduate Courses NONE	Department of Political Sci Graduate Courses NONE
Department of Sociology NONE	Department of Sociology Major in Social Work, adding four new courses: 300-Social Group Work 300-Casework II 400G-Gerontology 400G-Issues and Principles of Social Work 400G Courses in Sociology: Culture and Personality Sociology of Religion Seminar: Social Organization Seminar: Social Institutions Seminar: Demography and Human Ecology Seminar: Social Psychology Seminar: Group Relations Seminar: Stratification Seminar: Juvenile Delinquency Seminar: Family Relations	Department of Sociology NONE	Department of Sociology NONE	Department of Sociology NONE

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School of Social Sciences Summary (Continued)
New Programs/or Courses to be Implemented by Departments
During the Next Five Years

1971-72	1972-73	1973-74	1974-75	1975-76
Department of Sociology	Department of Sociology	Department of Sociology	Department of Sociology	Department of Sociology
NONE	Program in Corrections Undergraduate Courses 300-Correctional Institutions 400-Administration of Criminal Justice and the Law 300-Probation and Parole 400-Correctional Experiences Writing and Research Graduate Courses Coordinated Community Approach to Crime and Delinquency Prevention Human Relations in Supervision and Management Administration of Criminal Justice and the Law Correctional Counseling Correctional Internship	NONE	NONE	NONE

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EDUCATIONAL DEVELOPMENT PRIORITIES
1972-1974

In the preparations of the proposed budget for the period 1972-1973, through 1973-1974, a section was prepared to project the new developments anticipated along with staff requirements to develop the programs.

Four new program areas are proposed of which three are located within schools and one is a service program for the University.

Projections on new programs have not been developed beyond the next biennium budget period because of the difficulty in establishing a data base to justify further expansion.

During 1972-1973 further study will be done to establish the necessary data base for new program development beginning with 1974-1975. A technique has been developed to project future enrollment at the University with considerable accuracy. A population analysis study is to be completed by June, 1972, and a manpower needs study will be completed by August, 1972. With these two studies completed, accuracy can be attained in future planning beyond a good guess basis.

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DESCRIPTION AND JUSTIFICATION FOR NEW PROGRAMS

Appalachian Technical Institute

The Appalachian Technical Institute at Morehead State University was developed to fill a regional need for personnel trained and educated to function at the technical level. Persons prepared to function at this level are usually designated "technicians," which is a generic term referring to a host of semi-professional positions that are classified between the skilled craftsman and the professional and requiring considerable use of cognitive abilities and a high degree of technical skill. Our technological society now requires these technicians in practically all areas of employment, including agriculture, business, education, industrial manufacturing, engineering, environment, food service, forestry, and natural resources. Unlike the demand for graduates of many baccalaureate level and graduate programs, which is leveling off and sometimes declining the demand for technicians is increasing at an accelerating rate.

It will be the function of the Appalachian Technical Institute to develop and implement technology programs to serve the needs of eastern Kentuckians whose needs are not being met by other institutions in the area. With only about fifty percent of the area's high school graduates pursuing either further education in a four-year college or university or vocational skills training in one of the area vocational schools, a large number of the youth of eastern Kentucky are entering the world of work with no salable skills or knowledge. Over half of the students enrolling in baccalaureate programs fail to graduate. It is likely that technical education, were it available, would better suit the needs of these people than do the four-year programs in which they initially enroll.

Based upon the preceding premises, it will be the function of the Appalachian Technical Institute to: (1) perform periodic studies to ascertain the needs of business, industry, government and health organizations for technically trained personnel; (2) determine the extent to which those needs are being met by other educational institutions; (3) conduct periodic studies of high school students in the region to ascertain their desires for specific technical programs; and (4) within budgetary constraints, provide the technical programs and related services previously determined to be needed in the area.

Central Administration

The following central administration personnel will be needed to coordinate the activities of the Appalachian Technical Institute: (1) one coordinator of technical institute programs with rank of associate professor and status

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equivalent to department head; (2) one secretary for coordinator of technical institute programs; and (3) one receptionist/clerk for technical institute office.

Justification for New Programs

This central administration is needed, in addition to the faculty and support personnel requirement, to implement and coordinate new programs in the technological institute as described in this section.

Mining Technology and Related Services

The Mining Technology and Related Services Programs will consist of: (1) a two-year technology curriculum in mining which will train technicians to qualify as junior engineers, rodmen, mine inspectors, and front-line supervisors; and (2) an extension program which will provide programs of varying duration of either a pre-employment or upgrading nature in such areas as mine electrician, mine foreman-fireboss training, mine maintenance mechanics, mine inspector, and general mainer. Short course offerings will be provided in such areas as safety codes, mine orientation and gas detection, explosives, first aid and accident prevention, rib and roof control, and reclamation of strip mining areas.

Justification for New Programs

Coal is a major natural resource of easternKentucky, and coal mining is the largest single industry. In Appalachian Kentucky in 1967, approximately 16 percent of the labor force (over 17,000 persons) were employed in mining.[1] Since 1967 the demand for coal has increased markedly. In the summer of 1971 the Kentucky Coal Mining Institute located at Morehead State University contracted with Dr. David K. Hylbert, a geologist on the Morehead faculty, to conduct a study of the coal mining industry. One of Hylbert's conclusions was that a need exists for upgrading the skills, knowledge and attitudes of presently employed miners and that new programs are needed to train new miners.[2]

Nursing and Allied Health Services

The most acute shortage of technically trained personnel in eastern Kentucky is in the area of nursing and the allied health occupations. It is envisioned that the Appalachian Technical Institute will serve as the major, and often sole, source of technically trained persons in the allied health field for eastern Kentucky. Two programs in allied health were begun this fall, an associate degree program to produce registered nurses, and a mental health technology program to provide skilled technicians for mental health clinics, psychiatric wards of general hospitals and mental institutions. The nursing program was begun as a regular university program. It now has two faculty members, a beginning class of 20 students and an additional 40 students enrolled in a pre-nursing program hoping to be formally enrolled next fall. An additional two faculty positions will be needed next year to accommodate the second entering class. The mental health technology program was begun utilizing a federal grant of $25,999 for the 1971-72 fiscal year awarded

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to develop and implement the program. There is no assurance that federal funding will be continued beyond this fiscal year.

When the Technical Institute is complete, these two curricula will be assimilated into the Technical Institute program. These and other proposed allied health curricula follow.

The Two-year associate degree nursing program is designed to train bedside nurses. The curriculum consists of nursing courses in the five nursing areas of pediatrics, obstetrics, surgery, psychiatry and medicine. Laboratory experiences are obtained in local hospitals, health clinics, and the regional mental hospital in Lexington.

Justification for New Programs

At present there is a critical shortage of nurses both nationwide and in Kentucky. Data recently released by the American Association of State Colleges and Universities indicate that during the 1968-80 period the demand for registered nurses will increase 51.5 percent.[3] Information provided for Kentucky in April 1971, indicates that at that time there existed 537 budgeted but unfilled positions for registered nurses in Kentucky and that an additional 311 are needed for a total of 848 vacancies.[4]

Mental Health Technology

The Mental Health Technology Program is designed to provide the graduate with the skills and knowledge needed to provide mental health care to patients in health clinics, psychiatric wards of general hospitals, and in mental hospitals. The mental health technician works under the direct supervision of the medical doctor, psychiatrist, or the supervising nurse.

Justification for New Programs

Because of the acute shortage of nurses in Kentucky, the care of mental patients is often relegated to unskilled and semi-skilled aides. Recognizing this, the State of Kentucky has moved to create the position of mental health technician to work directly with patients who are emotionally disturbed, mentally disabled, or mentally retarded in order to rehabilitate these people so that they can return to society. The State Department of Personnel is presently writing job descriptions and preparing budgeted positions for mental health technicians. Because of the newness of this type of training, employment data does not reflect the need that exists.

Medical Assistant Technology

The Medical Assistant Program is designed to produce an individual trained to function in a doctor's office to give the physician supportable assistance in routine tasks. The medical assistant maintains medical records, submits and records accurate reports, and may do case histories. The program also stresses the development of skills necessary to perform such patient functions as weight, temperature, blood pressure, urine specimens and positioning patients for examination. First aid and emergency techniques, functions of a receptionist and the processing of bills, appointments, insurance and correspondence are also included.

Justification for New Programs

At present doctors in Kentucky have to rely either on unskilled help to maintain their offices and examination facilities or employ registered nurses who perform at a level below that for which they are trained. Because of the shortage of registered nurses, these persons could be better employed elsewhere. The purpose of the Medical Assistant Program is to provide the personnel with the appropriate skills needed. The most recent study of need for medical assistants indicates that an immediate need exists for 63 administrative assistants or medical secretaries and that an additional 34 clinical medical assistants are needed.[5] It is probable that several times this number are needed to fill positions now occupied by unqualified or under-qualified persons.

Medical Laboratory Technology

The Medical Laboratory Technician Program is a two-year program designed to produce a skilled laboratory assistant who works under the supervision of a pathologist and performs many of the simple diagnostic tests and procedures performed in the laboratory. Functions performed by the medical laboratory technician and stressed in curriculum include preparation of tissue samples for the pathologist, taking blood samples, preparing vaccines, urinalysis and blood counts. The lab technician also makes quantitative and qualitative biological and chemical analyses of body specimens under the supervision of the medical technologist or pathologist.

Justification for New Programs

Nation-wide there were 100,000 medical laboratory workers employed in 1968. The projected need by 1980 is 190,000, a 90 percent increase.[6] In Kentucky in April of 971 there was a need for an additional 106 medical laboratory personnel.[7]

Morehead State University presently offers a four-year baccalaureate curriculum which graduates professional level medical technologists. The proposed two-year Medical Laboratory Technology would complement the four-year offering and could utilize some of the courses designed for the four-year curriculum.

Medical Records Technology

The Medical Records Technician Program is designed to produce a technical-level graduate with the skills and knowledge necessary either to assist a medical records librarian or to serve as a medical records librarian in small clinics or hospitals where medical librarians are unavailable. Functions performed include maintenance of medical records, reports, disease indexes, hospital statistics and the maintenance of a medical library.

The curriculum includes course work in typing, transcription, medical terminology, record keeping, mathematics and statistics.

Justification for New Programs

Nationwide statistics on medical library technicians were not readily available but the U.S. Department of Labor projected an increase in job openings for medical librarians of 67 percent during the 1968-80 interval with an average annual openings numbering 1,400 in the 1970's.[8] Generally, at least two technicians are needed for each professional. Since Kentucky has no program to train medical librarians, it must depend primarily on medical records technicians. Data from the "State Manpower Survey" indicate an immediate opening for 69 medical records personnel.

Computer Programming Technology - Scientific

The Computer Programming Technology-Scientific Program is designed to prepare students in programming techniques in scientific research and industry. The curriculum content includes computer programming; mathematics, including calculus, differential equations and numerical analysis; and probability and statistics. The scientific data processing specialist analyzes and defines requirements for data processing programs, conducts analysis of system requirements, develops and prepares computer programs, and tests, refines and modifies programs to provide information and data needed.

The School of Business and Economics at Morehead State University presently operates a two-year Computer Technology Program with a business option. The proposed scientific option would utilize some of the courses contained in the current offering.

Justification for New Programs

One of the most rapidly growing career fields is that of computer programming and electronic data processing. On a national scale, the need for programmers is expected to increase 129 percent during the 1968-80 interval with an additional 225,000 jobs being created. Demand for systems analysts during this period is expected to increase 183 percent with an additional 275,000 jobs being created.[9] A substantial proportion of these projected job vacancies will be in the scientific field. Kentucky data are not available, but the tremendous demand nationally will certainly be reflected in Kentucky's employment needs.

Plastics Technology

The Plastics Technology Program is designed to provide skilled plastics technicians for the various plastics industries. The program is designed to provide skills and knowledge in thermosetting of plastic compounds; reinforcement, molding techniques, exposure effects, design, layout, and construction of molds and dies; and machining techniques applied to plastics. Related areas which are included are drafting and design, general machining and basic electricity.

The Department of Industrial Education at Morehead presently offers a four-year program in industrial technology which includes three optional courses in plastics; thermoplastic processing I and II and plastic mold design construction. These courses and the laboratory equipment requisite to them could form a part of the plastics technology curriculum. One of these courses, Thermoplastic Processes I, is offered this semester and has 18 persons enrolled.

Justification for New Programs

Plastics is the nation's most spectacular growth industry. Since World War II, it has been growing at a rate double that of all manufacturing. It is anticipated that of all manufacturing. It is anticipated that by 1983 the volume of plastics used will exceed the volume of metals and will eventually become the basis of the American economy. In a national survey of over 4,000 plastics processing firms, 81 percent of respondents indicated a need for training of plastics personnel at the high school level, and 61 percent indicated a need for graduates of two-year technical programs. In the east and south Atlantic states 75 percent of respondents indicated that skilled labor would be in short supply over the 1968-72 period.[10] The increase in use of plastics has created a severe shortage of engineers and technicians knowledgeable in the field. Specific data on the number of job openings for plastics technicians nationally or in Kentucky are not available. A study is underway at Morehead State University to determine Kentucky's actual need.

Construction Technology

The Construction Technology program is designed to produce construction foremen and technicians with theoretical knowledge and skills in the construction industry. The curriculum emphasized architectural drawing; building materials and construction methods; surveying; strength of materials; concrete, steel and wood as construction mediums; estimating; industrial wiring; building codes; and personnel management.

Justification for New Programs

There is a severe shortage of skilled craftsmen and technicians in the building trades nationwide. Average annual job openings in the 1970's in selected trades are: bricklayers, 8,450; carpenters, 39,300; electricians, 10,500; operating engineers and technicians, 14,800.[11] In Appalachian Kentucky, the number of persons employed in contract construction rose 32.8 percent from 1965 to 1967 and approximately 7 percent of the total labor force is employed in this field.[12] This substantial increase in the construction labor force will require a concomitant expansion of technicians and first-line supervisors. The Construction Technology Program at Morehead would help provide needed technical training for eastern Kentucky both for high school graduates who wish to enter into construction technology and for graduates of construction trades programs in the state's thirteen area vocational schools and their forty extension centers who desire to upgrade themselves in this field.

Electromechanical Technology

The Electromechanical Technology Program is oriented to the computer and business machines industry and has been designed to produce highly skilled electromechanical technicians capable of working with and communicating with electrical and electronic engineers, computer programmers and production personnel. This program is closely related to the computer technology program and much of the equipment is interrelated. The curriculum will draw from existing courses in electricity and electronics and courses in the proposed computer technology program, but will require additional courses in servomechanisms, trouble shooting and repair of computer systems and theory and repair of electronic calculators and business machines.

Justification for New Programs

As cited under the proposed computer technology program above, the demand for computer programmers and systems analysts is expected to increase 129 and 183 percent, respectively, during the 1968-80 interval. The demand for computer hardware, software and support equipment must increase accordingly. Techniques capable of maintaining this equipment are already in great demand, and the shortage is likely to become acute. In a 1966 study of the projected need for technicians in 93 manufacturing organizations, Rooney found that by 1970 an additional 10,541 electronic technicians would be needed, but at the same time an additional 20,329 electromechanical technicians would be needed.[13] Because electromechanical technology is a new "engineering" occupation, no nationwide or statewide data are availab.e As a stopgap measure, industry has been attempting to retain engineers and programmers to serve as electromechanical technicians.

The electromechanical technology program was approved last year by the University Curriculum Committee but has not been implemented due to lack of budgeted faculty positions.

Hotel-Motel Management

The Hotel-Motel Management curriculum is two years in length and is designed to prepare persons for work as supervisory and management personnel in motels, hotels, restaurants and clubs. Areas of study include front office management, accounting, sales promotion, food and beverage control, personnel management, food preparation, and services. This program will draw upon certain courses in present Food Service Technology and Food Service Administration programs but will require many additional courses. This program will also include an internship to enable the student to acquire experience under the supervision of a qualified manager and college supervisor.

Justification for New Programs

One of the fastest-growing areas of business in eastern Kentucky is that associated with tourism, motels, hotels and eating establishments. With the development of the Cave Run Reservoir, it is expected that the tourist trade in the area will increase several fold. The purpose of the Hotel-Motel Management Program is to provide skilled personnel to operate and manage the anticipated and existing facilities. No data are available on Kentucky's exact needs in this field, but nationwide the number of additional hotel-motel management and assistants needed uring the 1968-80 period is 48,000, an increase of 32 percent over the 1963 employment level.[14]

Adult Basic and Continuing Education Preparation Program

Morehead State University has operated the federally-supported Appalachian Adult Education Center since 1967. It was funded as a Special Demonstration Project under the authority of Public Law 89-750, Title III, Section 309 (b) Adult Basic Education, "Special Projects," of the Adult Education Act of 1966 as amended. During the 1970-72 Biennium, the U.S. Office of Education appropriated $540,000 for the Center operation which reached into the Appalachian counties of thirteen states from New York to Mississippi. A portion of this appropriation was used to subsidize a graduate program at the University in adult and continuing education. It is anticipated, however, that federal support for the Center, as presently structured, will be phased out as of June 30, 1972. The University will continue to support the preparation program at the graduate level in adult and continuing education with institutional budget support.

The graduate preparation program in adult education is designed to be flexible in that a program of studies is developed with each student so that the student can select the courses which will best develop the special competencies and understanding needed in accordance with the professional role or roles that he plans to assume in working with adults in one of a variety of adult-related disciplines or agencies.

Justification for New Programs

This program was developed on a new philosophy appearing in American education based on the accelerating pace of social change. A society cannot make its educational investment entirely in children and youth during a period of rapid change. In an effort to prevent obsolescence, adult education is becoming a central concern for many educational statesmen, legislators, and educational policy-makers who recognize that society now has as great a stake in the continued learning of adults as it ever had in the education of children.

Corrections Education Program

The Corrections Education Program is designed to provide training for personnel who are currently working in correctional institutions and also to prepare individuals to enter the field. The program to be established is to be called a Bachelor of Arts Degree in Correction Education. This program will be designed through course offering and laboratory experiences in the various correction instituions (both juvenile and adult) of the state in such a way as to provide the professional orientation and training necessary for implementation of our correctional program objectives.

Justification for New Programs

As correctional institutions become committed to the new concept of treatment and rehabilitation of the inmates, professionally trained personnel will become an essential component for success in achieving these goals. Through discussions held with the Federal Bureau of Prisons and the Kentucky Commissioner of Corrections, there is a definite, identifiable need for a Corrections Education Program. The current Manpower Needs Projection report has indicated the service occupations will place a heavey demand on the available trained personnel in the social service fields.

Student Health Services Program

It is requested that a full-time physician be employed the first year of the biennium on a continuing basis to meet the health and medical needs of the student body.

Justification for New Programs

Morehead State University presently operates a 20-bed infirmary staffed and under the supervision of registered nurses. Continually, the students, faculty and staff request the services of a physician in the University Infirmary. The University community consists of 7,000 persons, many of whom require the services of a physician on a daily basis. At present, the students must make an appointment with a local physician, which could take from three to four days to receive professional medical care. In addition, a person cannot be admitted to the local hospital unless he is referred by a local physician, or his condition is considered an emergency. Many of the students must have certain regular medical attention that can be administered only by a medical doctor.

With the continued growth of the student body and the increases usage of the University Health Service, plus the increased load of the local physicians, it becomes necessary to employ a full-time resident physician for Morehead State University.

FOOTNOTES

1. Appalachian Data Book: Summary Volume, Washington, D.C.: Appalachian Regional Commission, April, 1970, p.5.

2. David K. Hylbert, Research Possibilities and Evaluation and Problems in Coal Mine Safety and Training in Eastern Kentucky, Morehead, Kentucky: Coal Mining Research Institute, 1971, pp. 27-33.

3. U.S. Department of Labor Bureau of Labor Statistics Bulletin 1701, Occupational Manpower & Training Needs, (1971).

4. Survey of Allied Health Personnel Needs, Frankfort, Kentucky: Kentucky State Health Department, September, 1971.

5. Survey of Allied Health Personnel Needs, Frankfort, Kentucky: Kentucky State Health Department, September, 1971.

6. U.S. Department of Labor Bureau of Labor Statistics Bulletin 1701, Occupational Manpower & Training Needs, (1971).

7. Survey of Allied Health Personnel Needs, Frankfort, Kentucky: Kentucky State Health Department, September, 1971.

8. U.S. Department of Labor Bureau of Labor Statistics Bulletin 1701, Occupational Manpower & Training Needs, (1971).

9. U.S. Department of Labor Bureau of Labor Statistics Bulletin 19701, Occupational Manpower & Training Needs, (1971).

10. The Need for Plastics Education, A National Survey conducted by the Joint Education Committee of the Society of Plastics Engineers and the Society of Plastics Industries, published 1968.

11. U.S. Department of Labor Bureau of Labor Statistics Bulletin 1701, Occupational Manpower & Training Needs, (1971).

12. Appalachian Data Book: Summary Volume, Washington, D.C.; Appalachian Regional Commission, April, 1970, p.5.

13. M.W. Rooney, "Electro-Mechanical Technology, A Field Study of Electro-Mechanical Operations," (ERIC ED012 372), 1966.

14. U.S. Department of Labor Bureau of Labor Statistics Bulletin, 1701, Occupational Manpower & Training Needs, (1971).

CHAPTER V

RESOURCES REQUIRED TO MEET THE PROJECTED CHANGES IN PROGRAMS BY DEPARTMENTS AND SCHOOLS FOR 1971-1972 THROUGH 1975-1976

New faculty and staff needs which will be required to meet program and enrollment growth were projected by each department and summarized by each school within the University.

Because of the interdependence of the schools upon the library and vice versa, projected staff needs for the library have been listed.

As stated for the development of new programs and courses, no attempt was made to censure the listing of faculty and staff needs. It was assumed that department heads are wise and prudent in the administration of their departments.

The 1972-1973 faculty salary was established on the basis of what that position would cost for the 1971-1972 academic year plus a five percent salary increase for the 1972-1973 year. Subsequent costs per year were computed on a five percent salary increase per year.

In 1971, the faculty, including part-time teachers without administrative duties, was 302 with 26 in the School of Applied Sciences and Technology, 25 in the School of Business and Economics, 91 in the School of Education plus 34 teachers at University Breckinridge, 82 in the School of Humanities, 45 in the School of Sciences and Mathematics, and 33 in the School of Social Sciences. The FTE faculty for 1971-1972 is 277.

The Schools with the largest increase in faculty during the period of 1971-1976 are Applied Sciences and Technology, Business and Economics, Education and Humanities. The total increase in faculty over the five year period is 12%. At an estimated 3% increase in student enrollment each year for the next five years, the University would have a 12% increase in student population in 1976. The faculty projections, therefore, by department heads and deans of the six Schools are in line with the expected increase in student enrollment.

The departments in the University that show little or no expansion over the projected five year period are Accounting, Business Education, Counseling and Educational Foundations, Adult Education, Philosophy, Chemistry, Geosciences, Physics, Science Education, Political Science and Geography. The Division of Mathematics shows a reduction of one faculty member during the 1971-1976 period.

In the School of Social Sciences, the Department of Sociology has established a need for a new major in social welfare and a new master's degree in social welfare. If this new program is made operational, two new faculty members will be needed in 1972-1975.

The Department of History recommends an additional professor for research and graduate programs for 1974-1975. This is one of the largest departments in the University projecting an increase in student enrollment over the next five years of at least 5%, the justification seems to be well founded.

In Political Science, one new faculty member is recommended for 1973-1974 to teach courses in Behavioralism and Political Science Methodology.

In the School of Humanities, the Department of Art projects an enrollment increase which justifies the recommendation of an additional faculty member in the area of Crafts and Weaving. The part-time faculty in the Department of Art will be replaced with one full-time faculty member and the total number in the Department will increase from nine and one-half faculty in 1971-1972 to 12 in 1975-1976. The remaining departments in the School of Humanities that recommend a significant increase in faculty are Languages and Literature, Communications and Music.

In the Division of Languages and Literature, one additional German-Russian faculty member is recommended for 1974-1975 and four additional English faculty members are recommended for the years from 1973-1976.

The increase in the Division of Communications will be reflected in new faculty members in theatre, broadcasting, journalism and speech.

The Department of Music at Morehead State University is one of the largest and has enjoyed the most rapid growth and development in recent years. As a consequence, the music faculty is expected to grow to include additional faculty in woodwinds, brass and an additional director of University bands.

The School of Education is the only professional School at Morehead State University and accounts for approximately 75% of the students graduating at the undergraduate level and more than 90% at the master's level. Departments within the School of Education that expect a significant expansion in programs and an increase in faculty during the next five years are Secondary Education, Professional Laboratory Experiences (Student Teaching) and Instructional Media. The School expects to expand in faculty from 91 in 1971-1972 to 108 by the close of 1975-1976 academic year. This is an 18% increase over the five-year period from 1975-1976.

The School of Business and Economics is the most recently created academic unit at Morehead State University and at the beginning of the School's first year of operation had 25 full-time equivalent faculty units. The greatest increase in faculty is recommended for the Departments of Business Administration and Economics. The Department of Business Administration had 7 3/4 faculty members in 1972. With the introduction of a master's program in 1974-1975, new faculty are needed with Ph.D.'s to support the graduate program.

Because of the increased size of the Department of Economics during recent years--a growth that is expected to continue throughout the next five years--two new faculty members are projected; one to support a master's program in Business Administration and one faculty member to serve as a department head.

In 1971-1972, the School of Applied Sciences and Technology has a total of 26 faculty (full-time equivalence). The School expects significant growth because of the newly organized Appalachian Technical Institute. For this reason, the four departments within the School of Applied Sciences and Technology will increase infaculty from 25% to 50% each year during the next five year period The 25 3/4 faculty members in 1971-1972 will increase to 40 1/2 full-time equivalence in 1975-1976. All four departments--Agriculture, Home Economics, Industrial Education and Nursing and Allied Health--will grow because of new programs and because of unusual increases in enrollment.

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School of Applied Sciences and Technology

Faculty Requirements for Total School for Next Five Years

1971-72 New Positions	Est. Salary	1972-73 New Positions	Est. Salary	1973-74 New Positions	Est. Salary	1974-75 New Positions	Est. Salary	1975-76 New Positions	Salary	[illegible]
		Coordinator of Technical Institute	18,500		19,425		20,396		21,415	[illegible]
Agriculture		Agriculture Education	12,500		13,125		13,781		14,470	[illegible]
						Horticulturist	13,781		14,470	[illegible]
						Animal Scientist	13,781		14,470	[illegible]
						Animal Scientist	13,781		14,470	[illegible]
						Forester	13,781		14,470	[illegible]
								Veterinarian	15,000	15,000.00
Home Economics						Child Development	10,473		10,996	[illegible]
						Clothing & Textile	13,781		14,470	[illegible]
						Food Service	11,550		12,127	23,677.00
Industrial Education				Metals and Elect.	10,500		11,025		11,576	33,101.00
						Master's Degree Program	13,000		13,650	26,650.00
Nursing and Allied Health		Medical Assistant	9,500		9,975		10,470		10,998	40,938.00
						Medical Records Technician	10,470		10,998	21,468.00
						Home Health Technician	10,470		10,998	21,468.00
						Nursing - BS Level	12,000		12,600	24,600.00
						Nursing - BS Level	12,000		12,600	24,600.00
								Nursing - BS Level	12,600	12,600.00
								Nursing - BS Level	12,600	12,600.00
		TOTALS ----------	40,500	------------------	53,025	------------------	204,540	- ---------------	254,978	--$553,038.00

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School of Business and Economics

Faculty Requirements by Departments for Next Five Years

1971-72		1972-73		1973-74		1974-75		1975-76		Total for Five Year Period
New Position	Est. Salary	New Position	Est. Salary	New Position	Est. Salary	New Position	Est. Salary	New Position	Est. Salary	
Accounting						Assistant Professor	13,230		13,992	$27,[illegible].00
								Assistant Professor	16,000	1[illegible].00
Department of Business Administration		Undergraduate Faculty Position	13,000		13,650		14,332		15,100	56,082.00
				Professor for Graduate MBA Program	14,500		15,225		15,985	45,710.00
						Professor for Graduate MBA Program	15,225		15,985	31,210.00
Department of [illegible]				Associate Professor	15,000		15,750		16,538	47,2[illegible].00
Department of Economics.						Department Chairman	23,152		24,310	47,462.00
						Associate Professor	17,309		18,175	35,4[illegible].00
						Professor - [illegible] mos.	6,500			6,500.00
		TOTALS	13,000		43,150		120,723		135,985	$312,858.00

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School of Education

Faculty Requirements by Departments for Next Five Years

1971-72 New Positions	1971-72 Est. Salary	1972-73 New Positions	1972-73 Est. Salary	1973-74 New Positions	1973-74 Est. Salary	1974-75 New Positions	1974-75 Est. Salary	1975-76 New Positions	1975-76 Est. Salary	Total for Five Year Period
Instructional Media		Assistant Professor Library Science	11,000		11,550		12,128		12,734	$47,712.00
						Instructor of Instructional Media	9,975		10,474	20,449.00
Professional Laboratory Exp.						Resident Supervisor	11,550		12,128	23,678.00
Secondary Education						Coordinator of Applied Experiences	8,820		9,261	18,081.00
						Instructor of Laboratory Courses	10,500		11,250	21,750.00
						Instructor of Laboratory Courses	10,500		11,250	21,750.00
Health, Physical Education, and Recreation				Instructor of Health Education	13,000		14,175		14,883	42,558.00
						Safety Education	13,500		14,175	27,675.00
								Assistant Professor for Handicapped	13,500	13,500.00
University Breckinridge		Instructor of Elementary	8,000		8,400		8,820		9,261	34,481.00
						Assistant Director for Elementary Program	10,474		10,997	21,471.00
						3 Instructors of Secondary	26,460		27,783	54,243.00
						Media Specialist	9,450		9,922	19,372.00
						Instructor of Special Education	9,975		10,474	74,692.00

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School of Education (Continued)

Faculty Requirements by Departments for Next Five Years

1971-72		1972-73		1973-74		1974-75		1975-76		Total for Five Year Perio
New Positions	Est. Salary	New Positions	Est. Salary	New Positions	Est. Salary	New Positions	Est. Salary	New Positions	Est. Salary	
Elementary Education		Instructor of Elementary Education & Pre-School (9 mos.)	12,500		13,125		13,781		14,470	$53,876.00
Psychology						Instructor of Developmental Psychology	13,781		14,470	28,251.00
						Learning Disabilities Specialist	13,781		14,470	28,251.00
								Speech Clinician	14,470	14,470.00
Counseling and Education Foundations						Instructor of Elementary Guidance	16,537		17,364	33,901.00
						Instructor of Ed. 210 and Ed. 500 (1/2 time each)	7,875		8,269	16,144.00
						Salary Each	7,875		8,269	16,144.00
Adult and Continuing Education		Chairman of the Department	18,500		19,425		20,396		21,416	79,737.00
		Associate Professor	13,000		13,650		14,332		15,049	56,031.00
						Associate Professor	14,332		15,049	29,381.00
		TOTALS ----------	63,000	------------------	79,100	------------------	279,017	------------------	321,388	--$797,598.00

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School of Humanities

Faculty Requirements for Total School for Next Five Years

1971-72		1972-73		1973-74		1974-75		1975-76		Total for Five Year Perio
New Positions	Est. Salary	New Positions	Est. Salary	New Positions	Est. Salary	New Positions	Est. Salary	New Positions	Est. Salary	
Art Department		Instructor in Crafts	12,500		13,125		13,781		14,470	$53,876.00
		Replacement position for faculty member on leave thru 1976	13,500		14,175		14,883		15,627	58,185.00
Communications		Instructor	9,000		9,450		9,922		10,418	38,790.00
						Assistant Professor	12,600		13,230	25,[illegible].00
						Instructor	4,725		4,961	14,1[illegible].00
								Instructor	9,000	9,000.00
								Assistant Professor	12,000	12,000.00
Language and Literature				Assistant Professor (English)	13,650		14,332		15,049	43,031.00
						Associate Professor (German/Russian)	14,332		15,049	29,381.00
						Assistant Professor (English)	14.332		15,049	29,381.00
						Associate Professor (English)	14,332		15,049	29,381.00
						Associate Professor (English)	14,332		15,049	29,381.00
						Assistant Professor (Foreign Language)	14,332		15,049	29,381.00
								Assistant Professor (English)	15,049	15,049.00
Music						Assistant Director of Bands	9,923		10,420	20,343.00
						Instructor	9,923		10,420	20,343.00

School of Humanities (Continued)

Faculty Requirements for Total School for Next Five Years

1971-72		1972-73		1973-74		1974-75		1975-76		Total for Five Year Perio
New Positions	Est. Salary	New Positions	Est. Salary	New Positions	Est. Salary	New Positions	Est. Salary	New Positions	Est. Salary	
Music (Cont.)										
[illegible]										
						Teacher of Brass	9,923		10,420	$20,343.00
						Assistant Professor Philosophy	13,250		13,900	27,150.00
		TOTALS ----------	35,000	------------------	50,400	------------------	184,922	------------------	230,209	--$505,031.00

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School of Science and Mathematics

Summary of New Faculty Requirements for Total School for Next Five Years

1971-72		1972-73		1973-74		1974-75		1975-76		Total for Five Year Period
Position	Est. Salary	Position	Est. Salary	Position	Est. Salary	Position	Est. Salary	Position	Est. Salary	
Biological Sciences		Assistant Professor Aquatic Biology	13,125		13,781		14,470		15,193	$56,573.00
				Assistant Professor Mycology	13,775		14,463		15,186	43,624.00 $100,035.00
Mathematical Sciences		Assistant Professor M.S. Degree	10,000		10,500		11,025		11,576	43,101.00
						Ph.D. (Statistics) Associate Professor	13,000		13,650	26,650.00
								Ph.D. (Geometry) Assistant Professor	13,000	13,000.00
Chemistry						Assistant Professor Ph.D.	13,650		14,332	27,982.00
Geoscience				Environmental Biologist	13,000		13,650		14,332	40,982.00
Physics						Instructor M.S. Physics	12,600		13,230	25,830.00
								Assistant Professor Physics	15,801	15,801.00
Science Education		Assistant Professor to replace person on leave	7,000							7,000.00
		TOTALS--------	30,125	-------------------	51,056	--------------------	92,858	-------------------	110,396	--$300,540.00

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School of Social Sciences

Summary of Faculty Requirements for Total School for Next Five Years

1971-72		1972-73		1973-74		1974-75		1975-76		Total for Five Year Perio
New Positions	Est. Salary	New Positions	Est. Salary	New Positions	Est. Salary	New Positions	Est. Salary	New Positions	Est. Salary	
Geography				Associate Professor and Department Chairman	18,000		18,900		19,845	$56,745.00
History						Ph.D. Associate Professor (Russian History & Asian Studies)	14,333		15,050	29,383.00
						Ph.D. Associate Professor (Research Professor & Director of Graduate Programs	13,000		13,650	26,650.00
Politica. Science				Ph.D. Associate Professor	13,000		13,650		14,333	40,983.00
Sociology		Assistant Professor (Corrections)	13,000		13,650		14,332		15,100	56,082.00
						Assistant Professor (Social Work)	14,332		15,100	29,432.00
		TOTALS ---------	13,000	------------------	44,650	------------------	88,547	------------------	93,078	--$239,275.00

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Johnson Camden Library

Faculty Requirements by Departments for Next Five Years

1971-72		1972-73		1973-74		1974-75		1975-76		Total for Five Year Perio
New Positions	Est. Salary	New Positions	Est. Salary	New Positions	Est. Salary	New Positions	Est. Salary	New Positions	Est. Salary	
		Asst. Libr. (Ref.)	9,000		9,450		10,000		10,550	$39,000.00
		Asst. Libr. (M.C.)	8,000		8,400		8,900		9,400	34,700.00
				Para Professional	5,300		5,600		5,900	16,800.00
						Para Professional	5,600		5,900	11,500.00
						Bookkeeper	4,700		4,950	9,650.00
						Asst. Libr. (Circ.)	9,450		10,000	19,450.00
						Clerk-Typist	4,000		4,200	8,200.00
						Key Punch Operator	5,050		5,350	10,400.00
						Asst. Libr. (Cat.)	8,925		9,450	18,375.00
						Asst. Libr. (Mic.)	10,000		10,550	20,550.00
								Key Punch Operator	5,350	5,350.00
								Asst. Libr. (Acq.)	9,450	9,450.00
								Asst. Libr. (Circ)	9,450	9,450.00
								Computer Programmer	13,398	13,398.00
								Clerk-Typist	4,200	4,200.00
								Clerk-Typist	4,200	4,200.00
								Asst. Libr. (Ref.)	9,450	9,450.00
								Asst. Libr. (M.C.)	9,450	9,450.00
		TOTALS ---------	17,000	-----------------	23,150	------------------	72,225	-----------------	141,198	--$253,573.00

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CHAPTER VI

LONG RANGE FACILITIES AND SPACE NEEDS FOR 1971-1976

This section of the long-range plans for the academic development at Morehead State University focuses on facility and space needs. The projects listed were determined by each academic department within the six schools of the University based upon projected enrollment and needs within that department and school. These projects listed as future needs will be studied intensely over the next twelve months; priorities will then be established based on specific needs. Available resources will be allocated to meet expanding enrollment in these areas. The overall development of Morehead State University to provide the best possible educational facilities is the ultimate general objective of this part of the study.

Format

The format for this report was developed to provide opportunity of listing major facility and space requirements by schools and by year for the period of time involved. The source of anticipated funding is given to the best of our ability at this time.

Justification for Development of the Projected Physical Facilities

Two additions to existing facilities have been projected. One facility is under construction and two new construction projects are proposed for the next five years.

The major construction projects are justified based on existing and projected enrollment and accommodation of a limited number of proposed new programs. All projects which are for renovation purposes are necessary because of the reallocation of space for different functions.

The proposed new projects have been planned for the latter part of the five year period to permit further study and providing more time to sense the direction of enrollment growth which would mandate expansion of facilities in the areas mentioned.

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Table
Projected Major Physical Facility and Space Needs 1971-1976

School or Program	1971-72	1972-73	1973-74	1974-75	1975-76	Estimated Cost
I School of Education Department of Health, Physical Education, and Recreation				Swimming Pool		$ 900,000
II School of Business and Economics	(Newly created School which is using existing facilities)			New Facility		2,100,000
III School of Humanities	There is an existing need for additional space for this School, but with a reallocation of facilities from other schools, current needs can be met.				Preparation of a Drill Field	
IV School of Applied Sciences and Technology	A new Technical Institute is under construction and scheduled for completion by fall, 1972. New programs of a technical nature are to be located in this facility.					
V School of Social Sciences	The facility for this School has recently been renovated and meets existing needs.					
VI School of Science and Mathematics	The pressing space needs for this School will be met with a reallocation and renovation of space in the existing building. This space will become available to the School of Science and Mathematics when the Technical Institute is completed and the program components currently located in the science facility moved to a new building.	Renovation of facilities for Bio. Sciences		Renovation of space for Mathematics		
VII Library				Addition of wing to Lib.		1,500,000
TOTAL PROJECTS		1	1	5	1	8

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LONG RANGE FACILITIES AND SPACE NEEDS FOR 1971-1976
SCHOOL OF APPLIED SCIENCES AND TECHNOLOGY SUMMARY

Unit	Building Number	Room Number	Type of Room	Project	Estimated Costs 1971-72	1972-73	1973-74	1974-75	1975-76	Total for Five Year Period	Source of Funds
1				Projects Whose Purpose is to Upgrade or Complete Existing Facilities							
	101	208	210	Exhaust System for Plating and Heat Treating Area		$ 500				$ 500.00	University Budget
	101	211	210	Dust Control for all Woodworking Equipment		5,500				5,500.00	University Budget
2				Major Renovations Within Existing Structures							
	101	103-104	210	Removal of Wall between IA 103 and IA 104 to enlarge Wood Technology Laboratory		$2,500				$2,500.00	University Budget
	101	305	110	Adapt IA 305 for Graphic Arts and Photography to replace facilities lost to causeway.		5,000				5,000.00	University Budget
	101	203	210	Renovate classroom sewing laboratory to be used in conjunction with increased enrollment in clothing classes			$1,500			1,500.00	University Budget
	104	-	220	Remodeling Palmer House basement to accommodate four extra students.			2,500			2,500.00	University Budget
3				New Facilities to Alleviate Overcrowding and Provide for Enrollment Expansion							
	*	*	*	Electro Mechanical Technology Laboratory	(In planning stages)						Funds secured from Federal Sources and Bond Sales
	*	*	*	Construction Technology	(In planning stages)						
	*	*	*	Agriculture classrooms and laboratories	(In Technical Institute)						
	*	*	*	Nursing and Allied Health Complex (2 Lecture Rooms, 1 Nursing Lecture Room, 1 Nursing Multi-purpose Laboratory, 2 Conference Rooms)	(In Technical Institute)						

*These facilities will be located in the New Appalachian Technical Institute which is under construction at this time.

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LONG RANGE FACILITIES AND SPACE NEEDS FOR 1971-1976
SCHOOL OF APPLIED SCIENCES AND TECHNOLOGY SUMMARY (CONTINUED)

Unit	Building Number	Room Number	Type of Room	Project	Estimated Costs 1971-72	1972-73	1973-74	1974-75	1975-76	Total for Five Year Period	Source of Funds
4				New Physical Facilities. (For Research and Instructional Program Expansion and Improvement)							
	*	*	*	New Laboratory for Materials and Process Testing and Evaluation	(In Planning Stages for Technical Institute)						
	*	*	*	Farm Machines and Equipment Building	$125,000**					$125,000.00	All of these funds have been secured from the Sale of Bonds.
				Riding Stable	40,000**					40,000.00	
				Field Laboratory for Crops	48,000**					48,000.00	
				Feed Mix Mill and Grinder with Storage	25,000**					25,000.00	
	*	*	*	Livestock Pavillion		$150,000**				$150,000.00	
				Greenhouse (3rd) Fiberglass, 30 X 100		8,000**				8,000.00	
				Sheep and Hay Barn		15,000**				15,000.00	
				Laying House		7,000**				7,000.00	
			*	Dairy Barn and Facilities			$45,000**			$ 45,000.00	
				Silo and Feed Trough			10,000**			10,000.00	
				Greenhouse			8,000**			8,000.00	
				Hot Bed and Coal Frames			2,000**			2,000.00	
				Storage Shed for Fruits and Vegetable.			4,000**			4,000.00	
				Agronomy Building for Crop Storage and Drying			40,000**			40,000.00	
				Swine Finishing Barn							
				Beef Barn				$10,000**		$ 10,000.00	
				Tobacco Barn-Experimental				18,000**		18,000.00	
								8,000**		8,000.00	
				Meats Laboratory for classroom use of butchering and Processing Meats					$50,000**	$ 50,000.00	

TOTAL--------$630,500.00

*Numbers to be assigned when buildings are constructed.
**Money is already available for construction of these buildings as a result of prior Bond Sale.

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LONG RANGE FACILITIES AND SPACE NEEDS FOR 1971-1976
SCHOOL OF BUSINESS AND ECONOMICS SUMMARY

Unit	Building Number	Room Number	Type of Room	Project	Estimated Costs 1971-72	1972-73	1973-74	1974-75	1975-76	Total for Five Year Period	Source of Funds
1				Projects Whose Purpose is to Upgrade or Complete Existing Facilities NONE							
2				Major Renovations Within Existing Structures NONE							
3				New Facilities to Alleviate Overcrowding and Provide for Enrollment Expansion							
	*	*	*	Construction of School of Business and Economics Building					2,500,000	$2,500,000.00	All of these funds will be secured from Sale of Bonds
				These are facility and space needs which should be met on a temporary basis as a result of reallocation of resources until 1975-1976 when the new building would be constructed.							
				The following will be provided as a result of reallocation of space:							
	113	*	350	Conference Room adjoining Dean's Office (12' X 20') with Capacity of 15-20			**				
	113	*	*	Mimeographing, duplicating, and storage room for equipment (12' X 20')			**				
	113	*	110	Two Seminar Rooms (Capacity 15-25)			**				
	113	*	310	Office for Chairman of Department of Economics	**						
	113	*	310	Office Space to replace 222C	**						
	113	*	310	Office for New Staff Members	**						
	*	*	*	Computer Facility and Laboratory Facilities	(In planning stages in Technical Institute)						
	113	*	110	Classroom (Capacity 50) for Business Education Classes			**				

TOTAL----------$2,500,000.00

*Numbers to be assigned when buildings are constructed.
**Year in which reallocation of space will be needed.

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LONG RANGE FACILITIES AND SPACE NEEDS FOR 1971-1976
SCHOOL OF EDUCATION SUMMARY

Unit	Building Number	Room Number	Type of Room	Project	Estimated Costs					Total for Five Year Period	Source of Funds
					1971-72	1972-73	1973-74	1974-75	1975-76		
1				Projects Whose Purpose is to Upgrade or Complete Existing Facilities							
				Instructional Media and Library Science							
				Professional Laboratory Experiences							
				Secondary Education							
				Health, Physical Education and Recreation							
				University Breckinridge School	$ 650	$ 675	$ 250	$ 400		$ 1,975.00	
				Elementary and Childhood Education	350	2,400				2,750.00	
				Psychology and Special Education	200	1,000				1,200.00	
				Counseling and Educational Foundations	175					175.00	
				Adult and Continuing Education							
2				Major Renovations Within Existing Structures							
				Instructional Media and Library Science							
				Professional Laboratory Experiences							
				Secondary Education							
				Health, Physical Education and Recreation							
				University Breckinridge School	$ 600	$ 300				$ 900.00	
				Elementary and Childhood Education	475	4,200				4,675.00	
				Psychology and Special Education							
				Counseling and Educational Foundations	4,000					4,000.00	
				Adult and Continuing Education		1,000				1,000.00	
3				New Facilities to Alleviate Overcrowding and Provide for Enrollment Expansion							
				Instructional Media and Library Science							
				Professional Laboratory Experiences							
				Secondary Education							
				Health, Physical Education and Recreation				$50,000	1,500,000	$1,550,000.00	Bonds and Fede Funds
				University Breckinridge School	$ 200	400				600.00	
				Elementary and Childhood Education							
				Psychology and Special Education		2,000	2,000	1,000		5,000.00	
				Counseling and Educational Foundations							
				Adult and Continuing Education							

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LONG RANGE FACILITIES AND SPACE NEEDS FOR 1971-1976
SCHOOL OF EDUCATION SUMMARY (CONTINUED)

Unit	Building Number	Room Number	Type of Room	Project	Estimated Costs 1971-72	1972-73	1973-74	1974-75	1975-76	Total for Five Year Period	Source of Funds
4				New Physical Facilities. (For Research and Instructional Program Expansion and Improvement)							
				Instructioanl Media and Library Science							
				Professional Laboratory Experiences							
				Secondary Education							
				Health, Physical Education and Recreation							
				University Breckinridge School	$ 450	$ 650				$ 1,000.00	
				Elementary and Childhood Education							
				Psychology and Special Education					$1,000	1,000.00	
				Counseling and Educational Foundations							
				Adult and Continuing Education							
5				Projects Related to Land Acquisition and Site Improvement							
				Instructional Media and Library Science							
				Professional Laboratory Experiences							
				Secondary Education							
				Health, Physical Education and Recreation							
				University Breckinridge School							
				Elementary and Childhood Education							
				Psychology and Special Education							
				Counseling and Educational Foundations							
				Adult and Continuing Education							

TOTAL---------$1,574,275.00

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LONG RANGE FACILITIES AND SPACE NEEDS FOR 1971-1976
SCHOOL OF HUMANITIES SUMMARY

Unit	Building Number	Room Number	Type of Room	Project	Estimated Costs 1971-72	1972-73	1973-74	1974-75	1975-76	Total for Five Year Period	Source of Funds
1				Projects Whose Purpose is to Upgrade or Complete Existing Facilities							
				Art		$ 500	$ 700			$ 1,200.00	
				Communications		250				250.00	
				Philosophy							
				Languages and Literature							
				Music	5,000	5,000				10,000.00	
2				Major Renovations Within Existing Structures							
				Art	500		$ 1,200			$ 1,700.00	
				Communications		3,000				3,000.00	
				Philosophy							
				Languages and Literature							
				Music		1,000	2,000			3,000.00	
3				New Facilities to Alleviate Overcrowding and Provide for Enrollment Expansion							
				Art							
				Communications			$6,000			$ 6,000.00	
				Philosophy							
				Languages and Literature							
				Music							
4				New Physical Facilities (For Research and Instructional Program Expansion and Improvement)							
				Art							
				Communications							
				Philosophy							
				Languages and Literature							
				Music					$20,000	$20,000.00	
5				Projects Related to Land Acquisition and Site Improvement							
				Art							
				Communications							
				Philosophy							
				Languages and Literature							
				Music							
									TOTAL--------	$45,150.00	

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LONG RANGE FACILITIES AND SPACE NEEDS FOR 1971-1976
SCHOOL OF SCIENCES AND MATHEMATICS SUMMARY

Unit	Building Number	Room Number	Type of Room	Project	Estimated Costs 1971-72	1972-73	1973-74	1974-75	1975-76	Total for Five Year Period	Source of Funds
1				Projects Whose Purpose is to Upgrade or Complete Existing Facilities							
				Division of Physical Sciences	$825	$3,300	$200	$1,150	--	$ 5,475.00	
				School (Study Room/Student Lounge)		250				250.00	
2				Major Renovations Within Existing Structures							
		*		Biological Sciences		$3,200				$ 3,200.00	
				Mathematical Sciences		4,000	$1,000	$2,000	$1,000	8,000.00	
				Physical Sciences		6,200	5,000			11,200.00	
3				New Facilities to Alleviate Overcrowding and Provide for Enrollment Expansion							
		*		Biological Sciences		$11,500		1,500	10,000	$23,000.00	
				Mathematical Sciences			3,000			3,000.00	
				Physical Sciences		2,000	1,500			3,500.00	
4				New Physical Facilities. (For Research and Instructional Program Expansion and Improvement)							
		*		Biological Sciences				30,000	24,000	$54,000.00	
				Mathematical Sciences							
				Physical Sciences				11,150	33,120	44,270.00	
5				Projects Related to Land Acquisition and Site Improvement							
		**		50 Acres for Environmental Studies (Biology and Geology)							

TOTAL--------$156,345.00

*Upon completion of Technical Institute facilities, School of Sciences and Mathematics will be able to procure facilities and space currently used by Applied Sciences in Lappin Hall. (Priorities for reassignment now under study)

**This is to be a part of the Cave Run Development Complex.

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LONG RANGE FACILITIES AND SPACE NEEDS FOR 1971-1976
SCHOOL OF SOCIAL SCIENCES SUMMARY

Unit	Building Number	Room Number	Type of Room	Project	Estimated Costs					Total for Five Year Period	Source of Funds
					1971-72	1972-73	1973-74	1974-75	1975-76		
1	120	All Rooms		Projects Whose Purpose is to Upgrade or Complete Existing Facilities Total facility renovated in 1970	none	none	none	none	none	none	
2	120	All Rooms		Major Renovations Within Existing Structures Total facility renovated in 1970	none	none	none	none	none	none	
3	120	All Rooms		New Facilities to Alleviate Overcrowding and Provide for Enrollment Expansion Total facility renovated in 1970	none	none	none	none	none	none	
4	120	All Rooms		New Physical Facilities. (For Research and Instructional Program Expansion and Improvement) Total facility renovated in 1970	none	none	none	none	none	none	

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LONG RANGE FACILITIES AND SPACE NEEDS FOR 1971-1976
JOHNSON CAMDEN LIBRARY SUMMARY

Unit	Building Number	Room Number	Type of Room	Project	Estimated Costs 1971-72	1972-73	1973-74	1974-75	1975-76	Total for Five Year Period	Source of Funds
1				Projects Whose Purpose is to Upgrade or Complete Existing Facilities							
	112		Main Lobby	Build centralized circulation desk in main lobby with door into workroom area (completed by October 15, 1971)	$4,300					$ 4,300.00	
2				Major Renovations Within Existing Structures							
	112		420	Add one additional level of stacks to our present four levels (This can be done within our existing building) This needs to be done to take care of the 28,000 volumes per year we are adding to the Library.		$12,500				$12,500.00	
3				New Facilities to Alleviate Overcrowding and Provide for Enrollment Expansion NONE							
				New Physical Facilities. (For Research and Instructional Program Expansion and Improvement)							
	112		New Wing	Add a new wing to approximately 50,000 square feet to replace student stations that are lost as new books are added to the Library and to provide space to house additional volumes and services				1,500,000		$1,500,000.00	Bond Sale
5				Projects Related to Land Acquisition and Site Improvement NONE							

TOTAL---------$1,516,800.00

PHASE II

ROLE AND SCOPE STUDY OF PUBLIC HIGHER EDUCATION IN KENTUCKY

5

MURRAY STATE UNIVERSITY
Murray, Kentucky

Total Enrollment, Fall Semester 1971
7,071

MAJOR PLANS FOR PROGRAM DEVELOPMENT 1972-73 -- 1975-76

Murray State University presents the following summary of projections for major changes and program developments for the four-year period 1972-73 through 1975-76. The projections are realistic and are based on the current trends in education. Significant changes in these plans may be required if there are drastic changes in the economy or severe shifts in the mission of higher education. The projected student enrollments, the anticipated additional educational needs of our primary service area, and the better fulfillment of our designated educational responsibilities have been given primary consideration in the recommendations herein presented.

1. Given below are fall term full-time-equivalent and headcount projections of enrollment at lower-division undergraduate, upper-division undergraduate, graduate and professional levels for the next four fiscal years.

	Lower-Division		Upper-Division		Graduate		Professional		Total	Total Head Count
	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE	
1972-73	2880	3060	2640	2825	595	1140	250	255	6365	7280
1973-74	2945	3120	2675	2850	655	1250	260	265	6535	7485
1974-75	3020	3180	2755	2925	730	1390	270	275	6775	7770
1975-76	3115	3270	2875	3060	840	1565	270	275	7100	8170

The projections are not based on short-time trends but rather on considerations derived from study of average changes that have occurred over a period of years. Both local, state and nationwide sources of information have been used in arriving at these projections. It should be noted that in-state enrollment has continued to increase at Murray State University. The decline in total enrollment from 1969 to 1970 was due to a decrease in the number of out-of-state students. The 1971 fall enrollment of 7,071 is an 18-student increase over fall 1970. Resident students increased this fall by 258 over the previous year.

The largest increases are anticipated at the graduate level and all indications are that the number of students at the upper-division undergraduate level will also increase. The Graduate School enrollment increased by 22 percent from the fall 1970-71 to fall 1971-72. The freshman class in fall 1971-72 increased five percent over the previous year. All indications are that the 1972-73 freshman class will increase further. It is anticipated that an increasing number of our students will be attending the University on a part-time basis; and, as a result, we have adjusted the full-time-equivalent/headcount ratio to reflect this trend.

Any changes in the current tuition schedule or policy on non-resident students could materially alter these projections.

2. From the associate, baccalaureate, graduate and professional degree levels assess the present educational programs structure at your institution in relation to:

a. What programs can be minimized:

(1) Associate level: Generally we anticipate no minimization at this level and realistically expect an expansion.

(2) Baccalaureate level: Because of the lack of interest, the program in Latin American Studies will be phased out; unit record processing courses will be eliminated along with the rental of specific equipment related to these offerings;

courses in experimental psychology will be phased out and replaced; military science courses are being minimized due to decreased enrollment as a result of voluntary ROTC; and certain other courses may be minimized as a result of a current reevaluation of general education requirements.

(3) Graduate level: All programs are currently under evaluation. Programs with insufficient demand will be consolidated with other offerings or discontinued. It should be emphasized that demand fluctuates markedly from one year to the next for some programs. Also, programs which have been recently initiated should be given adequate time for establishment.

(4) Professional level: No change in the professional baccalaureate nursing curriulum that Murray State University currently offers is anticipated.

b. What programs may be restructured:

(1) Associate level: Introductory level management and general business courses will be reoriented to keep current with changes and area growth demands.

(2) Baccalaureate level: Revision and updating of the course offerings in library science are anticipated to accommodate the modernization and computerization taking place in this field. This includes a broader scope of training in the use of audio-visual and related equipment. The School of Business offerings may have to be revised in order to meet the minimum standards for accreditation by the American Association of Collegiate Schools of Business. Several chemistry and engineering physics offerings will be restructured so that

they may be offered on a cooperative basis with regional industries.

Revisions, consolidations and expansions in mathematics, English, the sciences, fine arts and business offerings are foreseen in order to keep pace with the changing educational demands and thrusts in these areas. Courses in special education will be reevaluated and updated with an expected increased emphasis in this area.

(3) Graduate level: The following specific consolidations or changes are anticipated: alteration of the program for junior high school principals to better meet the needs of the emerging middle schools; the offering of additional courses necessary to complete rank one qualifications; and, where feasible, certification programs will be restructured to allow for certification at all public school levels. A transition program is planned for secondary and elementary school administrators in school administration and supervision. The Master of Arts in Education (art major) and the Master of Arts in Studio Art will be replaced by either the Master of Arts (Art Education) or Master of Art Education or Master of Arts in Teaching.

(4) Professional level: No plans for restructuring any portion of the nursing curriculum is anticipated at this time.

c. What programs may be initiated:

(1) Associate level: Curricula that may be initiated include a program in power technology encompassing hydraulics, pneumatics and mechanics; development of new lower division

general psychology courses with laboratory experience are anticipated along with the development of a sequence of courses specifically designed for a vocational training program; new programs in the allied health fields such as physical therapy, inhalation therapy, dental technology and para-medical technology. Associate degree programs in law enforcement, child development, food services and recreation are envisioned.

(2) Baccalaureate level: New programs in the following areas are contemplated: multidisciplinary science education; urban affairs and governmental operations (interdisciplinary approach between economics, management and the social sciences); training rehabilitation counselors; a management internship program; allied health programs for laboratory technicians, x-ray technicians and training for medical secretaries; and, new majors in distributive education and interior design.

Other proposed programs include offerings in American studies; comparative literature; Chinese, Italian or Portuguese in connection with World Campus Afloat; and physics for secondary education majors. Plans are to offer a major in anthropology and a major in physical education apart from health combined major.

(3) Graduate level: Initiate an administrative internship program in cooperation with local school districts, stressing a combination of graduate study and on-the-job training experience. Offer a Master's degree in Accounting and a Master of Music degree.

(4) Professional level: No plans for new activities in this area are contemplated at the present time; however, area industries are very interested in the addition of engineering curricula.

d. Programs which might be expanded:

(1) Associate level: We anticipate expansion at the community college level or lower-division undergraduate level in the following offerings: cooperative programs in secretarial science and distributive education which include some intern experience; computer science; engineering technology and vocational-technical courses; printing technology to include photography; and industrial education offerings. Plans are to continue support and expansion of the Functional-Industrial-Training Project in conjunction with Union Carbide Corporation, Nuclear Division.

(2) Baccalaureate level: Baccalaureate offerings will be expanded by adding areas of major emphasis in metalsmithing and jewelry, photography, graphic and commercial art, weaving and textile, and interior design under the current Bachelor of Fine Arts degree. Majors in theory and theory-composition will be added to the Bachelor of Music curriculum; a major in art history will be added under the Bachelor of Arts curriculum. Expansion of the current major in psychology with the development of a new lower division general psychology course with laboratory experience and new courses concerned with education of the culturally different. The offerings in astronomy will be expanded with the addition of courses in Introductory

Astrodynamics and in Celestial Mechanics. Courses related to the open-school concept will be expanded in cooperation with the University School operation which will be reoriented toward using more teaming, non-grading and individualized instruction.

Other expansions planned include offerings in criminology in the sociology major; new courses in geography dealing with urban and regional planning; a new offering in industrial chemistry in cooperation with regional industries; and expansion of the social work program to include a minor; and a special education program in vocational rehabilitation and training of personnel for community mental health work. Minors in geology, astronomy, anthropology and possibly environmental studies are foreseen as future expansions. Enlarged programs are planned in ornamental horticulture, a federal intern program in political science, horsemanship, finance, real estate and insurance.

Upon completion of the study on general education requirements it may be that expansions will occur in mathematics, English, sciences, fine arts and business.

(3) Graduate level: Expansions anticipated include offerings in school law and school business management; a professional art program leading to a Master of Fine Arts degree; expansion of psychological services into a program of community psychology with an interdisciplinary approach. Options to be added at the graduate level to the current Master of Music Education degree include performance, literature, composition and

theory. Majors in philosophy, political science and sociology are proposed at the Master of Arts or Master of Science level and majors in school psychology and business education are proposed under the degree Master of Arts in Education.

Expansion of specialization areas for the Education Specialist degree is anticipated.

(4) Professional level: Expanded nursing program to permit specialization in certain major areas in allied health professions.

e. Other Comments:

The following do not fit into the above categories but are considered to be pertinent to the University's capability to fulfill its educational responsibilities to the area.

Increase in evening and Saturday classes to meet the adult and continuing education requirements of the area and to accommodate the increased demand for graduate courses.

Expansion of on-campus art workshops, drama and production workshops and music camps in conjunction with the developing Land Between the Lakes Program (cultural development).

New workshop-type program is planned in the Department of Communications for high school students in journalism and debate.

Expanded offerings in political science to include a summer institute on constitutional democracy vs. totalitarianism and a city management training program, and increased engineering-type offerings.

Development of a military service degree completion program.

3. What criteria were used to assess your present educational programs and how were decisions made to alter these programs?

The major objective of the University is to offer quality programs in higher education to all who desire such experience by endeavoring to provide curriculums that encompass certain professional and technical fields of knowledge as well as the arts and sciences.

Student needs, service to our regional area, support of ongoing programs or modification of current offerings are the major criteria used in assessing present as well as planned educational programs. Critical assessment of the desirability and/or practicability are determined by the following factors: Sufficient faculty and staff; facilities; library resources, adjunct support in other departments; and, financial feasibility.

Changes in educational programs, regardless of whether they are modifications, deletions, new adoptions or restructures, originate at the departmental level where they are thoroughly studied and reviewed by a departmental committee; interdisciplinary programs are developed jointly by representatives from the respective disciplines. Recommendations are then forwarded to the Deans who in turn review and recommend appropriate action to either the Curriculum Committee, Graduate Council or Long Range Academic Planning Committee. Often administrative procedures involve an evaluation of all aspects of a program by qualified experts outside the University.

4. Educational Program Development Priorities for the next four years by projected timetable for implementation:

The following projections reflect the current trend toward less rigid educational program structures. As a result, programs may have various levels of achievement each of which can be completed with proper recognition. This approach is more likely to meet the educational goals and provide the technological skills consistent with the aspirations of today's student. Local needs and peculiarities have been anticipated and given priority. In adapting to these new needs, major changes or modifications may be necessary. For example, Murray State University has recently expanded its evening and Saturday classes in business administration, computer science, and the industrial-technical areas in order to better fulfill its role of providing educational opportunities to the geographic area.

The projected timetable reflects efficient use of our current staff and facilities and requires a minimum amount of new funds.

a. Associate level:

1972-73: Expanded programs include: Computer science; engineering technology; vocational-technical courses; printing technology to include photography; industrial education offerings; and continued support and expansion of the Functional-Industrial Training Project in conjunction with Union Carbide Corporation, Nuclear Division.

New programs to be initiated during this period include: A program in power technology including hydraulics, pneumatics, and mechanics; cooperative programs in secretarial sciences and distributive education to include intern experience; and, associate degree programs in law enforcement, child development and recreation.

1973-74: Implementation of the following programs are planned: Development of new lower division general psychology courses with laboratory experience are anticipated along with the development of a sequence of courses specifically designed for a vocational training program; programs in the allied health fields such as physical therapy and inhalation therapy; and an associate degree program in food service.

1974-75: It is planned to expand allied health programs to include dental technology and para-medical technology.

1975-76: Further expansion and formalization of associate degrees and two-year programs into on-campus community college structure will be developed.

Baccalaureate level:

1972-73: Expansions at the baccalaureate level are planned through the following offerings: Areas of major emphasis in metalsmithing and jewelry, photography, graphic and commercial art, weaving and textiles under current Bachelor of Fine Arts degree; major in theory and theory-composition under Bachelor of Music curriculum; new courses in education for the culturally different; new courses related to the open-school concept in cooperation with the University School operation which will be reoriented toward using more teaming, non-grading and individualized instruction; new courses in geography dealing with urban and regional planning; and new offering in industrial chemistry in cooperation with regional industries.

New programs planned are: Urban affairs and governmental operations (interdisciplinary approach with economics, management and the social sciences); training rehabilitation counselors; allied health programs for laboratory technicians, x-ray technicians and training for medical secretaries; and, a new major in distributive education.

1973-74: Program expansions are anticipated in the social work program to include a minor; a major in psychology with the development of a new lower division general psychology course with laboratory experience; a special education program in vocational rehabilitation and training of personnel for community mental health work; expanded offerings in astronomy with the addition of courses in Introductory Astrodynamics and Celestial Mechanics; and expanded offerings in horsemanship.

New programs under consideration include: Physics for secondary education majors; multidisciplinary science education; programs in American studies and comparative literature; and two new majors, one in interior design under the Bachelor of Fine Arts degree and one in art history at the Bachelor of Arts curriculum.

1974-75: Curricula in geology, astronomy, anthropology and possibly environmental studies will be expanded to offer minors; expansions in ornamental horticulture are envisioned.

New programs are anticipated in Chinese, Italian or Portuguese in connection with World Campus Afloat; and a new internship program is planned in management with a similar arrangement at the federal level in political science.

1975-76: Expansions in finance, real estate, insurance and offerings in criminology in the sociology major are contemplated.

The initiation of a major in anthropology and a major in physical education apart from the health combination are foreseen.

Graduate level:

1972-73: Expansion in course offerings in school law and school business management will be implemented.

A new administrative internship program in cooperation with local school districts, stressing a combination of graduate study and on-the-job training experience is planned.

A major in school psychology will be added to the Master of Arts in Education program.

1973-74: Expansion of psychological services into a program of community psychology with an interdisciplinary approach will be implemented.

New offerings will include a professional art program leading to a Master of Fine Arts degree; a major in business education will be added under the degree of Master of Arts in Education; and a Master's Degree in Accounting is planned.

1974-75: New programs anticipated include the addition of options in performance, literature, composition and theory to the Master of Music Education degree; and majors in philosophy, political science and sociology at the Master of Arts or Master of Science level will be developed.

1975-76: An increase in the number of possible specialization areas for the Education Specialist degree are foreseen.

Implementation of a Master of Music degree is projected.

Professional level:

No new activites or expansions are planned at this time; however, it is anticipated that by 1975-76 expansion will occur in the nursing program to permit specialization in certain major areas related to the allied health professions.

5. Project for a four-year period the resources required to undertake the changes in educational programs as prioritized above for your institution in terms of:

a. Additional faculty required:

We expect that very few additional faculty members will be required because of the addition or expansion of academic programs prioritized above other than those required as a result of normal increases in enrollment and in peculiar cases where special expertise is required.

For our University organization, projections cannot be made meaningful by programed division, thus the faculty needs are projected on the basis of lower-division undergraduate, upper-division undergraduate, graduate and professional school requirements.

Additional faculty requirements are predicated on estimated enrollments, new programs and course offerings. Projections are based on the accepted student faculty ratio of 20-1, 15-1, 12-1, and 12-1, for lower-division undergraduate, upper-division undergraduate, graduate and professional programs, respectively. A rough estimate of the delineation of additions or deletions at each level is shown below:

	Lower Division	Upper Division	Graduate	Professional
1972-73	-1	0	0	+1
1973-74	+3	+2	+4	+2
1974-75	+4	+6	+5	0
1975-76	+5	+8	+6	+1

The estimated full-time senior faculty requirements are listed below:

1972-73	380
1973-74	391
1974-75	406
1975-76	426

The above figures do not include military science faculty or library personnel, but do include the University School faculty.

The changing makeup of the student body with greater emphasis on upper-division undergraduate and graduate programs and addition of more adult and continuing education demands of the service area may result in further increases in order to insure adequate research supervision, more sophisticated instructional requirements, and most importantly, assuring excellence in educational opportunities as we adapt to these new and changing demands not only in the local area but also statewide.

During the four-year period we expect to make more efficient use of available instructional capabilities by employing more people on a part-time basis. Also, with further expansion of graduate offerings we anticipate greater utilization of Graduate and Teaching Assistants.

b. Enrollments for a four-year period:

Because of the overlapping and interdisciplinary nature of programs, there is no practical way of making enrollment projections on an individual program basis. Please refer to item one for projections on a lower-division undergraduate, upper-division undergraduate, graduate and professional school basis which does have validity.

c. Responses to sections c, d and e have been combined. The need for remodeling or additional space and equipment, additional library resources required and costs, and estimated start-up costs and continuing cost for the four-year period are summarized since it is not practical or necessarily accurate to project on a program basis.

Efficient use of all our current instructional and residential physical facilities is anticipated for the four-year period. The following improvements are considered essential for the maximum utilization of current facilities; the projected additions are necessary for the anticipated growth of the University.

1972-73: Anticipated improvements include renovation of the lobby of the Main Auditorium; remodeling of the Laboratory School; removal of old stadium and renovation of Wrather Hall.

Additions planned include a new equipment and storage building on the main farm and initiation of the first phase in replacement of the Central Heating Plant.

Estimated costs are: Major capital construction and building alterations - $4,779,000; new program development and catch-up expenses - $733,000.

1973-74: Planned improvements include: Expansion of the science library; addition to the greenhouse; and expanded married student housing by changing functional usage of existing single-unit housing.

New additions include a new wing on the Main Library for increased stack space and other services; a ceramics/sculpture facility and a new university center. Minor additions are suggested: A cattle barn, an observatory for astronomy, a textile laboratory and outdoor facilities for health, physical education and recreation.

Estimated costs are: Major capital construction and building alterations - $9,000,000; new program development and catch-up expenses - $674,000.

1974-75: The only major addition planned is an addition to the Applied Science Building to include laboratory for power technology and construction technology. New construction projects include a research center and a complex to house the speech, hearing, reading and psychological clinics.

Estimated costs are: Major capital construction and building alterations - $2,885,000; new program development and catch-up expenses - $737,000.

1975-76: Planned improvements include alteration of Wilson Hall and renovation of the old Student Union Building. The only new construction project planned at present is the academic-athletic complex number two.

Estimated costs are: Major capital construction and building alterations - $7,050,000; new program development and catch-up expenses - $734,000.

The figures listed above cover the major capital construction and building alterations that are deemed essential for the period covered. New program development and catch-up expenses are in addition to the normal appropriations.

6. Summary of plans and procedures for program development as related to:

a. Adequacy of present resources base in the program fields, faculty, library holdings, facilities and equipment:

Murray State University is currently utilizing both its faculty and facilities to good advantage. Increased utilization of facilities is reflected by an increase in evening and Saturday class offerings. These courses permit the University to more fully serve the new and changing demands of area industry and to provide for the ever-increasing interest in programs dealing with community needs and adult and continuing education. Our facilities are used extensively for the presentation of many cultural events, special seminars of interest to the surrounding area and in providing certain professional services to the community. Murray State also hosts a number of professional organizational meetings and activities in which various schools and departments are participating members.

In some departments a change from the normal classroom size format of large lecture sections combined with smaller discussion groups has resulted in more efficient utilization of faculty. Faculty assignment sheets designating the total activities for each faculty member are carefully evaluated to insure that duties and responsibilities meet certain minimum levels.

Faculty members are generally expected to be available in their offices throughout the day unless teaching, serving on committees or performing other official services for the University. Additionally, each faculty member is expected to be available for counseling of students both academically and vocationally. It is the responsibility of the faculty member to maintain a counseling folder containing the academic program projections for each of his student advisees. These concerns for the individual student increase the efforts and responsibilities of the faculty.

Professional growth of the faculty is encouraged by the granting of certain special professional improvement leaves for the pursuit of further education and by the encouragement of research and other scholarly activities.

The use of qualified persons from organizations and industry in the surrounding areas to teach classes requiring special expertise results in economies with no sacrifice to quality.

By careful coordination, cooperation and exploration of new ideas we feel assured that Murray State University will continue to experience maximum utilization of its faculty and facilities.

b. Adequacy of resources in related or supporting fields:

Generally adequate.

c. Proposed sources of program funding:

(1) Reallocation of existing resources: We do not anticipate any reallocation of existing resources.

(2) Enrollment and faculty student ratio impact of the proposed program changes on the total program of the institution: None anticipated.

(3) New state funds required: See section 5c, d and e, combined.

(4) Extramural support from training grants, research grants, or contracts: An increased effort to obtain funds from federal agencies and so forth is being made. Prospects for additional support from other sources look favorable.

(5) Other: The University expects to maintain continuous review of its plans for future development. Of special concern will be the changing needs and character of the student body which in turn will require constant evaluation of instruction techniques and course content. Other matters

which will receive consideration include admissions and transfers; administering of equivalency examinations for credit so that students can advance toward higher academic levels in accordance with the individual's capabilities; and engaging in cooperative and internship programs with industry whereby students can gain on-the-job training experience and, thus, be more qualified to assume a responsible position in their chosen field of work upon graduation.

Graduate research efforts will continue to be stressed particularly in seeking new government monies in the areas of science, business, economics, sociology, music and associate arts.

PHASE II

ROLE AND SCOPE STUDY OF PUBLIC HIGHER EDUCATION IN KENTUCKY

6

NORTHERN KENTUCKY STATE COLLEGE
Covington, Kentucky

Total Enrollment, Fall Semester 1971
3,065

NORTHERN KENTUCKY STATE COLLEGE

Phase II
Role and Scope Study of Public Higher Education in Kentucky

Northern Kentucky State College began as Northern Community College in 1948, a two-year extension of the University of Kentucky. In 1968 the Kentucky General Assembly authorized the transition of Northern to a four-year multi-purpose state college. A Board of Regents was appointed, and consultants were employed to plan the new school. Northern Kentucky State College is currently operating in the facilities of the community college until new facilities are ready for occupancy in 1972. The main thrust of development over the next four years will be the implementation of recommendations suggested by the consultants in developing a four-year liberal arts program.

Fall enrollment in 1969, the last year Northern operated as a community college, was 1,483 students. By the fall term 1970, Northern's first year as a senior institution in the state system, the enrollment had grown to 1,662 or a 12 percent increase. Northern achieved an 84 percent increase in enrollment for the fall semester 1971 by enrolling 3,060 students. Projections for the next four years indicate a significant growth factor for Northern Kentucky State College.

Over the next four years planning at Northern will be directed toward adequate classroom facilities, faculty for instructional programs, and acquisition of adequate library holdings to complete full accreditation standards. Tables in this report estimate faculty, library and space requirements to meet these needs over the next four years. The figures are estimates based on current data on faculty needs, enrollment projections, and studies completed by consultants for the establishment of a four-year college in Northern Kentucky.

TABLE 1

ENROLLMENT PROJECTIONS FOR THE NEXT FOUR YEARS

	Total FTE	Total Headcount	Lower Division	Upper Division
1972 (addition of 4th year)	3200	4500	2000	2500
1973	3780	5400	2400	3000
1974	4725	6750	3000	3750
1975	6045	8637	3237	5400

The major task before the college is the development of four-year baccalaureate programs. A study was made of the Northern Kentucky area to determine the programs to be offered, construction required and estimates of student population. The Council on Public Higher Education accepted this study, and the Board of Regents of Northern Kentucky State College proceeded to implement the recommendations therein.

The number one priority for NKSC for the next biennium is to develop fully the programs identified in the Taylor, Lieberfeld, Heldman Study as accepted in 1970. These fields of study are: Arts and Humanities, Business, Education, Natural Sciences and Technology, and Social Sciences. The development of baccalaureate programs in these fields should be fully completed by 1973, if adequate funding is available.

The following table will illustrate the current (1971) situation by program and the estimated resources required by 1975.

TABLE 2

FACULTY REQUIREMENTS

Program Area	Fulltime Faculty 1971	Fulltime Faculty 1975	Salary Costs 1971	Salary Costs 1975
Business	6	28	79,300	472,584
Education	3	15	43,150	253,170
Behavioral Sciences	3	23	43,150	388,194
Biological Sciences	7	15	75,100	253,170
History	5	26	67,500	438,828
Humanities	18	52	189,700	877,656
Mathematics	5	13	55,870	219,414
Physical Sciences	5	20	55,370	337,560
Social Sciences	5	30	67,500	506,340
Library	4	10	42,700	168,780

TABLE 3

STUDENT ENROLLMENT PROJECTION

Program Area	Enrollment 1971	Enrollment 1975
Business	1071	3023
Education	918	2591
Behavioral Sciences	153	432
Biological Sciences	153	432
History	153	432
Humanities	153	432
Mathematics	153	432
Physical Sciences	153	432
Social Sciences	153	432

Present library holdings at NKSC are 36,000 volumes. To meet accreditation requirements for a four-year college the Southern Association indicates that the library should be expanded to 170,000 volumes.

A critical need at Northern is construction of new facilities. Presently the student population is meeting classes in the Community College building and sixteen temporary classrooms, a gross square footage of 45,366 or equal to 14.5 square feet per student. Facilities planned in the Taylor, Lieberfeld, Heldman Study should be completed by 1975 to provide the following amounts of space:

Space Category	Gross Square Feet
Academic	63,710
Administrative	89,215
Classroom and Auditorium	97,775
Gymnasium	66,320
Library	60,325
Laboratory	147,200
Student Center	70,680
TOTAL	595,225

This space will be in seven buildings on the new campus in Campbell County. Three of these buildings are under construction or in the planning stage, as follows:

Classroom (Under construction)	5.6 million
Gymnatorium (Construction beginning)	1.5 million
Classroom (Planning well under way)	7.5 million
Library	2.8 million
Student Center	2.9 million
Classroom-Auditorium	4.1 million
Administration	2.6 million

Summary

The most obvious conclusion is that Northern Kentucky State College is growing faster than was predicted by the Taylor, Lieberfeld, Heilman study. Therefore there is a need for faculty and facilities to serve the needs of higher education in Northern Kentucky.

PHASE II

ROLE AND SCOPE STUDY OF PUBLIC HIGHER EDUCATION IN KENTUCKY

7

UNIVERSITY OF KENTUCKY
Lexington, Kentucky

Total Enrollment, Fall Semester 1971
29,960

(University of Kentucky, Lexington Campus - 19,258)
(University of Kentucky Community College System - 10,702)

SECTION I

THE DIVISION OF COLLEGES

THE DIVISION OF COLLEGES

Introduction

The University of Kentucky submits this report for Phase II of the Council's Role and Scope study in recognition of the general planning function mandated to the Council. This submission occurs too at a time when the University of Kentucky is restructuring its process of academic planning. Of necessity, much prior University planning has taken place in the context of what has been called the "expedient mode:[1]

> "germane to the issues and problems which the fiscal and quantitative crises have generated and concerns such as campus size, new programs, cost of instruction, space utilization, average class size and the like. Contemporary planning is preoccupied with such problems of logistics almost to the point of excluding serious consideration of qualitative issues."

The University of Kentucky is confident that projections in the Phase II report represent some measure of success in involving elements of the University in a form of planning which will begin to transcend "expedient" planning and will direct attention toward the qualitative dimensions of policy issues as well. To build upon this success is a continuing objective.

The University's recent self-study called upon planning to engage the academic community in the development of a perspective encompassing specialities, the total institution, and the larger society in which the University operates. "Grass roots" involvement in the educational planning process could well evolve a revitalized concern with the "idea of the University".

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[1] Paloala, Ernest G., Padgett, William. Planning for Self-Renewal. Berkeley, California, Center for Research and Development in Higher Education, pages 27-28.

Accordingly, the realization of hopes for more effective planning hinge upon the successful inclusion of all elements of the institution in a continuing planning process. In this arena it is possible to focus institution-wide debate upon educational objectives and alternative means of moving toward them.

To aid these deliberations, continuing evaluation of the present cultural environment and special attention to forecasting outcomes of discernible trends are required. Reasoned conjecture about the future and incisive analysis of current events in the University's environment can provide the intelligence necessary for more highly informed institutional policy-making.

Another key to the success of an emerging concept of planning is to be found in efforts to develop ever more precise means of ascertaining effectiveness of University programs. Feedback from program analysis can dramatically increase the rationality of decision-making within the institution.

The University of Kentucky is committed to a planning function which promises to generate the conditions of continuous renewal and to prepare the institution to engage in a more active definition of its future. This report represents real progress in this direction and especially in attempts to engage the University community in a more far-sighted approach to educational development. It remains, however, a transitional step in a process of planning that should rise to greater levels of sophistication in succeeding years.

The presentation of data relating to the division of colleges set forth in succeeding pages follows the conventional organizational academic structure of this sector of the institution except that graduate programs and data about the graduate school are included in the collegiate area where instruction and research reside. The format thus closely approximates others which are employed in the transmission of data to the Council on Public Higher Education.

1. Give the Fall Term FTE and headcount projection of enrollment by college, school or division for the next four fiscal years by year--1972-73, 1973-74, 1974-75, 1975-76.

   (See Chart, Page 155.)

2. From the community level, undergraduate, graduate and professional school levels assess the present educational programs structure at your institution.

   The University of Kentucky is presently assessing its programs based on some general goals. Among the more important ones are the following:

ENROLLMENT PROJECTIONS: THE DIVISION OF COLLEGES, 1972-1976

	HEADCOUNT					F. T. E.				
College	71-72	72-73	73-74	74-75	75-76	71-72	72-73	73-74	74-75	75-76
Agriculture	991	1,080	1,188	1,306	1,440	487	533	609	669	735
Architecture	498	518	518	538	538	274	274	274	314	314
Arts & Sciences	7,207	7,567	7,937	8,333	8,750	10,679	11,213	11,773	12,349	12,968
Business & Economics	2,087	2,253	2,455	2,700	2,920	1,399	1,510	1,630	1,758	1,896
Education	3,475	3,478	3,478	3,478	3,480	1,319 127**	1,319 135**	1,319 140**	1,319 145**	1,319 150**
Engineering	1,327	1,402	1,470	1,542	1,620	683	717	752	788	826
Home Economics	531	584	642	712	780	411	452	497	546	600
Law	521	525	525	525	525	521	521	521	521	521
Library Science	152	152	152	152	152	208	208	208	208	208
Social Professions	465	604	755	906	1,050	244	324	460	552	662
	17,254	18,163	19,120	20,192	21,255	16,352	17,206	18,183	19,169	20,199
Graduate School *	2,695	2,780	2,920	3,060	3,200					

* These numbers are included in college figures.
** Vocational Education students.

(a) To improve the effectiveness of undergraduate education.

(b) To continue the development of high quality graduate and professional education.

(c) To expand educational opportunities.

(d) To use and develop more effectively the resources of the University.

(e) To focus the specialized talents and competencies of the University on the very real problems of the Commonwealth.

(f) To develop structure which encourages and sustains disciplined experimentation.

a. In relation to what programs may be stabilized:

Enrollment increases in the next two biennia, although not expected to equal the precipitous jumps of the last two years, will mandate against any significant change in general freshman class enrollment patterns among the various programs of the colleges. Selective limitation of enrollment on a program basis will occur during the next two biennia. Among them are the following: Architecture, Law, Teacher Training in selected fields and Library Science. The on going evaluation of all graduate programs will result in a stabilizing of enrollments of several of the larger programs. Graduate enrollments in all sectors of Agriculture are expected to be pegged at the level of the past three years. Regulated enrollment should occur in several graduate areas in the Arts and Sciences, particularly in the 1974-76 biennium.

b. In relation to what programs may be restructured:

As a normal part of continuing University development, it is anticipated that several programs will experience modest restructuring.

Architecture

Of the seventy Schools of Architecture in the U. S., over half have already restructured their programs and are currently offering a six year professional program leading to a Master of Architecture degree at the end of the six years, with a B. A. or B. S. degree (non-professional) at the end of the first four years. It is anticipated that within two to four years, all five year Bachelor of Architecture programs (similar to U. K. 's) will be required to move to the six year programs by the National Architectural Accrediting Board.

Arts and Sciences

(1) The reform of undergraduate education in all areas of the University is a paramount priority,

particularly in many of the arts and sciences. The University already has under serious consideration more accelerated progression, advanced standing, independent study and similar means of time-capsuling which will effect earlier exit than is now permitted. Each baccalaureate program in undergraduate education will undergo careful scrutiny in an attempt to improve both its form and its function.

(2) The Topical Major will gain prominence in the next four years as the University stimulates students to enter these programs through a liberalizing process considered long overdue.

(3) Music education may be restructured into a five year program.

(4) Significant restructuring of the biological sciences is underway.

Business and Economics

Consideration is being given to modest restructuring of "core requirements"--junior level required courses--for the Bachelor of Business Administration, B. S. in Accounting, and the B. S. in Business and Economics.

Education

Considerable restructuring is contemplated in several program areas within the College of Education, particularly focusing on some aspects of secondary education and special education. Expanded use of simulation and media in instruction, earlier utilization of field experiences calling upon public school personnel, movement toward development of teaching-learning modules and mini courses that permit self-pacing and broader involvement of faculty, and provision for greater depth of preparation in teaching fields are among the modifications currently in process and likely to be significant in the four years ahead.

Library Science

Some restructuring of the librarianship program to accommodate the preparation of "Media Specialists" will occur.

c. In relation to what programs may be initiated:

Agriculture

A topical major in Agriculture is being considered with an environmental emphasis.

Architecture

A graduate program (master's level) in planning may be initiated during the four year period.

Arts and Sciences

Three graduate level programs are contemplated:

(1) Master's degree in Computer Science

(2) Ph. D. in Communications

(3) Ph. D. in Philosophy

Business and Economics

A Master of Public Administration program is being considered by the Graduate Council.

Education

There is the prospect that a program for the training of kindergarten teachers will be initiated. Growing national recognition of the importance of early childhood education to subsequent educational growth coupled with the current discussions in Kentucky supporting the establishment of public kindergartens suggests the need for the College of Education to initiate a teacher preparation program at this level.

Engineering

(1) An undergraduate program in Engineering Technology may be initiated to provide opportunity for persons to operate in the current technology.

(2) The state of Kentucky, unlike the contiguous states, does not have a program in Industrial Engineering. With the increasing trend toward urbanization and industrialization, increasing needs can be met.

Social Professions

The College expects to establish a doctoral program which would focus on evaluative research. A major proportion of the requirements for such a program already exist on this campus. Preparation of personnel to study the value and outcome of social service and rehabilitative programs has quite generally been neglected despite the continuous demand and need for such assessments.

d. In relation to what programs may be expanded:

The greatest expansion is expected in Home Economics and Social Professions. The College of Business and Economics will experience a significant growth rate in all of its programs.

3. What criteria were used to assess your present educational programs and how were decisions made to alter these programs? (Role and scope of the institution, purposes of the institution, program objectives, state and/or national needs, student demand, etc.)

It has been common practice to assess annually in an informal way the progress of each educational unit and to have a more formal and in-depth evaluation of the effectiveness at periods from four to six years. Beyond this, the several accrediting bodies make periodic evaluations for continuation of accrediting status in the professional programs against criteria applied nationally by these organizations.

To insure the evolution of our planning process, a more comprehensive analysis and evaluation function is developing. It is designed to realize more effective qualitative and quantitative indicators of program performance.

Quantitatively, examples include the development of more precise cost measures of varying mixes of instructional formats and facility utilization. This refined data is incorporated in the projection of alternative educational formats in order to evaluate the potential costs and benefits associated with them. More precise forecasts of societal needs will enlarge our ability to evaluate the output of the University in terms of State and national requirements.

Qualitatively, departures from more traditional concepts of measurement are gathering momentum. Attention is being focused upon the ability of the organization to promote learning. For example, capacity is being evaluated to consider critically and/or adopt innovation in force elsewhere. Questions can also be asked about the academic trail blazed by each student as he or she moves through the institution.

The University of Kentucky should be in a position to ascertain the degree to which the students and the faculty are being made aware of the range of educational opportunities available through the University of Kentucky, its various units, and the Community College System. To what extent do curricular and administrative structures either facilitate or hinder the full utilization of these resources? These examples point to forthcoming emphasis upon the development of indices to assess the quality of institutional processes which likely overlap administrative boundaries.

4. From your institutional assessment delineate your educational program development priorities for the next four fiscal years with a projected timetable for implementation and explain the basis for these priorities.

Five new programs are needed in the State, with the following order of priority:

1. Master of Planning
2. Master of Public Administration
3. Engineering Technology
4. Industrial Engineering
5. Master of Computer Science

All of these, except the Public Administration, must await additional funding and the priority is based upon an assessment of professional manpower needs in the State.

5. Project for a four-year period the resources required to undertake the changes in educational programs as prioritized above for your institution in terms of:

   a. By program, identify additional faculty required.
   b. By program, identify enrollments for a four-year period.
   c. By program, identify need for remodeled or additional space and equipment, if required.
   d. By program, identify additional library resources and cost.

e. Estimate start-up costs and continuing cost of the program for a four-year period.

(See Chart, Page 165, for summary.)

6. Summarize your institutional plans and procedures for program development as related to:

a. Adequacy of present resource base in the program fields, faculty, library holdings, facilities and equipment.

Faculty library facilities and equipment are adequate for the present size and quality of educational programs, although recent enrollment increases are resulting in larger classes, heavier teaching loads and the scheduling of classes over more periods during the day.

Additional physical facilities, under construction or for which funds have been committed will enable the University to meet some of the more pressing program needs:

Agricultural Sciences Building	$5.4 million
Multi-discipline Laboratories	2.3 million
Health, Physical Education, and Recreation Building	2.5 million
Intra-Mural Fields	.250 million
Research Feed Processing	.293 million
Library	3.7 million
Biology (in planning)	4.0 million

5.		a.	b.	c.	d.	e.
		Faculty Required	Enrollments	Space/ Equipment	Library Resources	Start-up and Continuing costs
PROGRAM						
1.	Planning	4.5	20-40-60-60	7000NASF/ $12,250	$10,000	$200,000
2.	Public Administration	2.0	75	$30,000	$40,000	
3.	Engineering Technology	7.0	150	16000NASF/ $50,000		$530,000
4.	Industrial Engineering	5.0	150	10000NASF/ $50,000		$360,000
5.	Master of Computer Science	0.0	75			$200,000

b. Adequacy of resources in related or supporting fields.

Resources in related and supporting fields must be judged adequate for the initiation of any program.

c. Proposed sources for program funding:

(1) Reallocation of existing resources.

(2) Enrollment and faculty student-ratio impact of the proposed program changes on the total program of the institution.

(3) New state funds required.

Proportional increases in State appropriations and other incomes will be required to accommodate enrollment increases. However, as vacancies occur in authorized faculty positions through retirement, resignation or demise, some of these positions and their support may be shifted into other existing or new program areas where additionally resources are required. The incidence of retirement is calculated for that purpose.

(4) Extramural support from training grants, research grants, or contracts.

There has been a leveling of external grants and it is anticipated that these will continue at approximately the present level over the next four years. While the University generally is in a good competitive position to secure such grants, its success will be determined largely by the total availability of federal support.

SECTION II

THE MEDICAL CENTER

MEDICAL CENTER FUTURE PROGRAM EMPHASIS

Introduction

This brief introductory statement is offered to assist in placing the ensuing program description in perspective.

There has emerged from the nineteen-sixties a more clearly defined national commitment to health. In the broadest terms, institutions are being challenged to provide more health care to more people. More specifically, there is a need to markedly increase efforts regarding not only the availability of service, but the quality and cost as well.

Obviously, the implications to the Medical Center are profound. It is indeed fortunate that during the past decade this University has developed a health facility with the potential for growth necessary to respond to the needs of the nineteen-seventies. This next phase in the development of the University Medical Center will require that there be a significant increase in most of the present capabilities as well as the development of variety of new ones. More specifically:

1. The Medical Center will need to produce the various kinds of health personnel presently enrolled in academic programs in greater numbers. In addition to meeting the state's expanded manpower requirements, it appears that to qualify for most of the federal monies available to underwrite health education the Center shall be forced to increase the size of classes. The implications to the support needed from

the state are obvious: more students means more space, more supportive staff, and more operating capital.

2. The matter of additional support for enlarged programs must be considered secondary to the need for better support at present levels. In most areas, the lack of adequate space is hampering operating efficiency. Further, particularly in the clinical departments, present salary levels are not adequate to attract and retain first-rate faculty.

3. Two new major thrusts which will require support are: experimentation in health care delivery systems; and the restructuring of present academic programs.

    a. Health Care Delivery Systems--In a sense, there is a need to mass produce quality health care. On national basis, this will require a basic realignment of personnel, facilities, and financial mechanisms. The University Medical Center must be a major participant in this crucial undertaking.

    b. Restructuring Academic Programs--The creation of new models for health care delivery will require that teaching programs be redesigned so that health personnel can learn to function in the new systems. Further, present efforts to modify curricula need to be encouraged and supported. A number of the colleges are making progress in designing "flexible" programs which respond to the needs or capabilities of the individual student. These program changes can only be implemented by providing tutorial opportunities based on the skillful use of new teaching technology.

4. Evaluating the quality of health care appears to be part of the future. This will undoubtedly motivate the health practitioner to greater efforts regarding continuing education. The University Medical Center will have to be prepared to accept the major responsibility for providing additional educational opportunities. Present efforts will need to be markedly augmented.
5. It will be necessary to initiate a number of new programs. This report will describe them.

Health care is one of the present national priorities. Kentucky's efforts must be at least adequate, as no less than the wellbeing of its people is at stake.

1. Give the Fall Term FTE projection of enrollment by college, school or division for the next four fiscal years by year--1972-73, 1973-74, 1974-75, 1975-76.

FTE PROJECTED ENROLLMENT

College	71-72	72-73	73-74	74-75	75-76
Medicine	793	819	839	858	875
Dentistry	226	231	233	235	237
Nursing	160	234	265	285	305
Pharmacy	240	275	313	325	335
Allied Health	147	172	188	205	225

2. From the Community College level, undergraduate, graduate and professional school levels, assess the present educational programs structure at your institution in relation to:

   a. What programs may be minimized?

   There is little doubt that the economic barriers to health care will be greatly minimized if not eliminated entirely by some form of universal health insurance. As a consequence, the number of people seeking care will markedly increase and thus the need for additional manpower will inevitably place greater emphasis on the manpower production from the Medical Center's academic programs. This may necessitate stabilizing research and service to some degree, unless external non-state resources increase. There is strong indication that federal support for the operation of expanded teaching programs, educational innovation, and experimentation in patient care delivery systems will increase at a greater rate than support for laboratory research.

   One of the specific examples of the changing emphasis and program reduction relates to the biochemistry courses offered to health professional students. An increasing number of students are presenting themselves for acceptance to medical and dental school, qualified in this particular subject. It appears likely that biochemistry will be taught to students during the preprofessional curriculum.

Another illustration of potential program reduction involves anatomy which traditionally has involved 600-700 hours of instruction. It is anticipated that a core curriculum with considerably less time could and will be implemented.

The pharmacology departments of the University of Kentucky and the University of Louisville have entered into a cooperative arrangement where they offer a joint graduate program. Students share their time between the two institutions. Also, each of the faculty has a joint appointment at both institutions. This means that the anticipated rate of growth required for a solo department may be properly contained without compromising the quality of the program.

b. What programs may be restructured?

Major curriculum revisions in medicine and dentistry are presently underway. Substantial changes in the pharmacy curriculum have been achieved and a basic reorientation of the nursing curriculum can be anticipated. A prime objective of these changes in the medical and dental colleges is to provide a more rapid yield of graduates by shortening the time span of the program. Further, the Colleges of Medicine and Dentistry have developed what is termed a "flexible, individualized curriculum" which approaches the ideal of allowing a student to proceed at his own pace. Thus, the programs may be completed in less than four years, or longer than four years depending on the capability of the learner. An additional fundamental objective of this approach is the retention of students whose education is extremely costly and who, if successful in completing the program, can and will make major contributions to the health and wellbeing of society.

In medicine it is likely that the better students can accomplish their internship (which is now the first year of hospital training following graduation from medical school) during the four-year undergraduate program. The premedical course may be integrated with the professional curriculum to provide still further economy of time. In six specialties of medicine, the internship is no longer a prerequisite for graduate training. It has been incorporated in the first year of the residency. In our hospital the following programs are presently being restructured: psychiatry, radiology, pediatrics, anesthesiology, and pathology. It is anticipated that internship training as we know it today will not exist within four years.

Major changes in the academic programs of the Colleges of Medicine and Dentistry and the other Medical Center units depend to a great extent on the use of individualized instruction. This will require the skillful use of instructional media as well as new approaches to the deployment of faculty. In summary, new instructional systems are being developed with major implications to facilities, people and support.

c. What programs may be initiated?

1. The most significant early development during the 1971-75 period will be the opening in 1972 of the new Veterans Administration Hospital which will be physically integrated with the Medical Center. This will make available to the Medical Center 370 additional teaching beds and will help make possible to some extent the enrollment increases based on additional clinical material projected in virtually all of the Medical Center colleges. The building has been planned so that services in the VA Hospital will not unnecessarily duplicate those in the Medical Center; by contractual arrangements VA patients will be able to use Medical

Center facilities and vice versa. Renal transplants, open heart surgery, rehabilitation services, and a Drug Abuse Center will be available in the VA Hospital. All laboratory services, radiation therapy, and autopsy services will be done at U.K.M.C. The net effect will be to place a heavier load upon certain Medical Center services which will necessitate some expansion in facilities and staff and minimize duplication of services but the arrangement will yield many more teaching beds and other clinical facilities at minimal cost to the University. Of particular note is the establishment of a new Department of Rehabilitation Medicine in the VA Hospital which will fill an urgent need for U.K.M.C. with the expenditure of a minimum of new state dollars.

2. In the College of Allied Health Professions the following new programs are anticipated:
    a. Two-year programs in cooperation with the Technical Institute of the Community College System.
        1. The Clinical Associate (or Physician's Assistant)Program--1972-73

2. Renal Dialysis Technician--1973-74 (A non-academic, inservice program now exists as a basis on which to build an accredited program)

b. Baccalaureate programs

1. Medical Records Technology--1973-74* (No program of this nature in Kentucky)

2. Occupational Therapy--1973-74*

3. Dental Laboratory Technology (a four-year program to supplement the two-year program conducted now in collaboration with the Technical Institute)--1974-75.

4. Respiratory Therapy (a four-year program to supplement the two-year program in the Technical Institute)--1974-75.

c. Graduate Programs

1. Clinical Pastoral Counseling (degree program to supplement the intern-residency program now conducted in this field)--1973-74*

*NOTE: (The dates shown indicate original projections made in response to existing needs in the state. Cuts in the Medical Center 1972-73 Biennial Budget will most likely necessitate a postponement of these programs which are definitely needed according to Kentucky manpower reports.)

The preparation of health manpower represents one of the major priorities for the Community College System. It is proposed that each institution should develop one or more of the following programs depending upon the local needs and the availability of funding:

1. Nursing (Associate Arts)
2. X-ray Technology
3. Clinical Laboratory Assistant
4. Medical Administrative Assistant (for office practice)
5. The Home Health Aide
6. The Mental Health Aide
7. Hospital Administrator Assistant

In certain situations other types of Allied Health Programs may be justified and initiated. If these programs are to be successful, the role of the Medical Center and its College of Allied Health Professions will be to provide guidance and technical assistance to the Community College System and to prepare qualified teachers for these programs. Experience has shown that local training of these individuals enhances the likelihood of retention in the local area.

3. A program in family practice will be initiated in the College of Medicine in 1971-72 in accordance with a mandate of the 1970 State Legislature. This has come to be considered a major step toward the goal of providing primary care to more people. As new health care delivery systems are developed, it is anticipated the family practitioner and his team of patient care personnel will emerge in a key role.

4. The development of Area Health Education Centers in geographically dispersed locations is seen to be an important new measure to improve the supply of health manpower, and, in part, solve the manpower distribution problem, particularly in para-professional fields increasingly utilized in the delivery of health care. In addition to primary instruction for manpower, these centers will serve as an extramural training base for U.K.M.C. medical and dental students and may also provide one or two years of training for the house staff. They are being defined in pending federal legislation and substantial federal support may be expected for their development and operation. Undoubtedly, a major investment by the University will be required to fulfill its appropriate role in initial planning and on-going coordination. Such an investment will yield high return not only in achieving the manpower goals, but also in attracting basic federal support for the programs.

5. The following graduate specialty programs in medicine and dentistry are anticipated:

   1. Family Practice--1971-72
   2. Physical Medicine and Rehabilitation–1973-74

3. Otolaryngology (previously approved but deactivated when staff was lost)--1972-73
4. Pedodontics--1971-72
5. Oral Pathology--1972-73 or 1973-74
6. Endodontics--1972-73

6. The College of Nursing--a Doctoral program should be initiated leading either to the Ph. D. or to Ed. D. degree--1974-75.

A master's program to permit specialization in nursing and the production of nursing educators has just been initiated and should be expanded. A multiple-tract curriculum in nursing needs to be developed so that highly qualified nurse clinicians (technical specialists) as well as nurse practitioners who plan patient care can be produced in the baccalaureate and master's programs.

In cooperation with the College of Allied Health Professions the preparation of a family nurse practitioner and a pediatric nurse practitioner (special types of physician's assistants) is being planned--1971-72.

7. The projected University Hospital building program provides for some on-call sleeping space for house staff which will release certain beds

for patient care now being used for this purpose. There will also be a total of 31 new beds (15 if private). As a result, the capacity of the Hospital will be increased from its present 412 beds to 454. This change and an anticipated increase in average daily census from about 82% to 85% will result in an increase of about 25,000 patient days of service per year. Also, it is expected that the use of the outpatient clinic and emergency room will be increased during this period by 25,000 patient visits per year or more. These changes plus the advances in technology and medical science will necessitate a substantial increase in all the supporting services such as the clinical laboratory, the radiology department, physical therapy, housekpeeing, purchasing, supply, and others. Activation of more beds beyond the number of 454 is scheduled for 1975-76.

8. Plans for the future need to include the capacity to play a leadership role in the development of new health care delivery system models. Further, the new federally supported Health Maintenance Organizations will offer an opportunity

for participation in what will undoubtedly be an extremely important effort. These HMO's will offer the public a specific prepaid comprehensive package of benefits and services. The experimentation and development of these systems can best be conducted in the University setting..

9. The development of new health care delivery systems and the support activities needed for their operation will create larger and more complex administrative units. A new academic program to produce administrators for health care facilities will be essential; indeed, a critical shortage exists today. The University Medical Center is the ideal locale for such a training effort, which should include participation by the Colleges of Law, Social Professions, and Business and Economics.

d. What programs may be expanded?

The enrollment projections in section one of the report note that marked increases are anticipated in all Medical Center academic programs. In addition to increasing faculty and expanding facilities, to a greater extent than ever,planning needs to include all the essential supportive activities. These include: instructional media services, maintenance and operations, renovation services, supply services, food-handling facilities, student housing, parking, etc. (Often in the past, planning has been deficient in this regard with unfortunate consequences.)

Special note should be made of the need to expand the hospital program beyond what would be anticipated as a result of increasing student enrollment. As prepayment of care programs include more of the population, the stress on existing health facilities will mount. State-supported hospitals will undoubtedly find themselves under great public pressure to serve all who seek care, and to provide extremely sophisticated back-up specialized patient care programs for patients referred from community hospitals, in spite of the fact that the goal may be totally unrealistic.

The capacity to interface effectively with federal, state and local health agencies will need to be augmented. This effort will need to be more formally directed, and will involve creating new administrative echelons in the Vice President's Office as well as in all Medical Center units.

3. What criteria were used to assess your present educational programs and how were decisions made to alter these programs?

There are two factors which presently provide the major impetus for change:

1. The mounting national demand for health manpower--most of the program alterations are the consequences of enrollment expansion to meet this need.
2. The need to make patient care more efficient with control of costs; or stated another way, the need to improve a health care delivery system. Additional training programs for new types of personnel, and changes in clinical facilities are measures required to attain this goal.

In reality, therefore, most projected changes in program are not the direct result of a formal comprehensive assessment effort but rather in response to what are clearly defined national priorities in health.

Individual medical center units periodically submit to intensive evaluation of their programs by accrediting agencies. As a result a number of modifications and improvements have been instituted and a number of projected alterations outlined in this document can be attributed to this ongoing process.

4. From your institutional assessment, delineate your educational program development priorities for the next four fiscal years with a projected timetable for implementation and explain the basis for the priorities.

In regard to listing the medical center's program development priorities in a meaningful manner, the following should be noted:

a. The academic programs of the center's individual units (Medicine, Dentistry, Allied Health, Pharmacy, and Nursing) are closely interrelated in that they share basic science instruction, patient care facilities, and supportive services. Thus, it is not valid that they be considered individually.

b. The patient care facilities need to be considered as income-producing operations and public service units as well as an essential element of all academic programs.

It would therefore appear to be more valid to list priorities in terms of comprehensive Medical Center Operational Objectives rather than by the individual programs of the colleges and hospital. The basis used for the priorities is:

Priority I -- operational objectives essential to alleviating serious impairment of function at present levels.

Priority II -- operational objectives necessary to meet present commitments to new programs and/or expansion of existing operations.

Priority III -- those operational objectives which will allow the Medical Center to assume additional commitments to new programs and/or further expansion.

Based on this definition of priorities the following projection and timetable is offered:

SUMMARY

1972-73

Operational Objective	Priority
1. Expand patient care facilities	
a. Phase I hospital construction	I
b. Private patient facilities (new house staff quarters)	II
2. Provide additional teaching and office space.	
a. New College of Nursing space	I
3. Establish and maintain better competitive position for recruitment and retention of key personnel.	
a. College of Medicine and Dentistry faculty salaries	I
b. House staff salaries	I
4. Provide facilities and support for new types of instructional systems.	
a. College of Nursing building	I
5. Create new types of patient care delivery systems.	
a. New type dental clinic	II
b. Family Practice Department	II
c. Create Health Maintenance Organization	III
6. Expand support services.	
a. Cafeteria modification	I
b. Supply and food conveyor replacement	II
c. Additional support for: Housekeeping, Animal Care, Communication System, and Library	II
7. Maintain existing high quality patient care programs in University Hospital and clinics.	
a. Underwriting of non-reimbursed costs	I

1972-73 (Continued)

Operational Objective	Priority
8. Initiate new programs.	
a. Clinical associate (Allied Health)	III
b. Otolaryngology (Graduate)	III
c. Oral Pathology (Graduate)	III
d. Endodontics (Graduate)	III
9. Assure availability of new land for expansion.	
a. Acquisition of adjacent property	III
10. Maintain present building and equipment.	
a. Repairs to outside masonry	I
11. Increase faculty and support personnel for expanded program in all units.	II
12. Miscellaneous projects	
a. Animal care air system	I
b. Pan-space building (Poultry Farm)	III
c. Additional elevators in hospital	I
d. Assorted minor renovations	II

1973-74

Operational Objective	Priority
1. Provide additional teaching and office space for programmed enrollment expansion.	
a. New Health Sciences Instructional facility	I
2. Provide facilities and support for new types of instructional systems.	
a. New Health Sciences Instructional facility	I
b. Additional support to Communication system and library	I
3. Expand patient care facilities.	
a. Delivery room expansion	I
b. Radiology Clinic Modification	I

Operational Objective	Priority
4. Continue support of new types of patient care delivery systems.	
a. Family practice facility	I
b. Additional dental clinic facilities	II
c. Health Maintenance Organization facility	I
5. Expand outreach programs.	
a. Area Health Education Centers	II
6. Modify Student Health Services.	
a. College of Nursing Building--Health Services--Vice President's office--move	I
7. Maintain present building and equipment.	
a. Hospital equipment replacement program	I
8. Initiate new programs.	
a. Renal dialysis technician	III
b. Medical records technician	III
c. Occupational therapist	III
d. Clinical pastoral counseling	III
e. Physical medicine rehabilitation	III
f. Health care administration	III
g. Drug Use and Abuse Institute	III
9. Increase faculty and support personnel for expanded program in all units.	II
10. Increase all support services for expanded program.	II

1974-75

Operational Objective	Priority
1. Provide new Animal Care facility	I
2. Provide all colleges with additional research space.	
a. Health Science Instructional Building--Communication System--Library--move	I

Operational Objective	Priority
3. Expand outreach program.	
a. Establish HMO in remote location	III
4. Expand patient care facilities.	
a. New handicapped children center	III
5. Initiate new programs.	
a. Dental laboratory technology 4 year program	III
b. Respiratory therapy 4 year program	III
c. Doctoral program in nursing	III
6. Increase faculty and support personnel for expanded program in all units.	II
7. Increase all support services for expanded program.	II

1975-76

Operational Objective	Priority
1. New continuing education and professional student housing facility.	III
2. Provide new office space for additional faculty.	
a. Student Health Service facility	II
3. Provide new or expanded facility for College of Pharmacy	I
4. Initiate new programs.	
a. Forensic Pathology and Toxicology Center	III
5. Increase faculty and support personnel for expanded program in all units.	II
6. Increase all support services for expanded program.	II

5. Project for a four-year period the resources required to undertake the changes in educational programs as prioritized above for your institution in terms of:

a. By program, identify additional faculty required.

	72-73	73-74	74-75	75-76
*Medicine	10	4	26	0
Dentistry	2	0	3	3
Pharmacy	5	4	4	0
Nursing	9	6	3	2
Allied Health	3	1	7	6

*NOTE: These figures do not include (a) faculty for Family Practice Program (b) VA supported clinical faculty (c) faculty for outreach programs.

b. By program, identify enrollments for a 4-year period.

	72-73	73-74	74-75	75-76
Medicine	792	836	863	929
Dentistry	273	275	295	295
Nursing	338	373	408	438
Pharmacy	300	347	359	376
Allied Health	289	331	388	461

c. By program, identify need for remodeled or additional space and equipment.

* d. By program, identify additional library resources required and cost.

e. Estimate start-up costs and continuing cost of the program for a four-year period.

*NOTE: In keeping with the approach used to answer question four, cost estimates for achieving all operational objectives are listed in the following comprehensive manner.

ADDITIONAL PROGRAM COSTS: A FOUR YEAR PROJECTION --(1972-73)

NOTE: (1) in determining net state costs on a number of items involving patient care, a percentage of the total cost is offset by the fees for service collected. This percentage varies in different instances. (2) the federal share of a number of projects has been estimated as the exact degree of participation is still to be determined.

1972-73 Priority I Items

1. Phase I Hospital Construction

   a Building Cost - total - $4.75M
   Federal Share - 2.20M
   State share - 2.50M

   b. Equipment Cost - total - .50M
   Federal Share - .20M
   State Share - .30M

   c. Personnel costs will not begin until 73-74 year

   Non-recurring State Costs - $2,800,000.00

2. New College of Nursing Space

   a. Building cost - total - 1.05M
   (Includes equipment)
   Federal Share - .305M
   State Share - .70M

   Non-recurring State Costs - 700,000.00

3. College of Medicine and Dentistry Salaries (catch-up)

   Recurring State Costs - 350,000.00

4. House Staff Salaries (catch-up)

   Recurring State Costs - 210,000.00

5. Cafeteria Modification

   Renovations - $40,000.00

   Non-recurring State Costs - 40,000.00

6. Underwriting of non-reimbursed hospital costs

Recurring State Costs - $ 454,000.00

7. Repairs to Outside Masonry

Non-recurring State Costs - 100,000.00

8. Animal Care Air System - Phase II

Non-recurring State Costs - 33,000.00

9. Additional Elevators in Hospital

Non-recurring State Costs - 201,000.00

1972-73 - Priority II Items

1. Private Patient Facilities - New House Staff Quarters

Non-recurring State Costs - 300,000.00

2. New type Dental Clinic (last phase)

Renovations - 29,000.00
Equipment - 260,000.00

Non-recurring State Costs - 289,000.00

3. Family Practice Department

Personnel	110,000.00
COE	50,000.00
Equipment	90,000.00

Recurring State Costs - 160,000.00

Non-recurring State Costs - 90,000.00

4. Supply and Food Conveyor Replacement

Non-recurring State Costs - 95,000.00

5. Additional Support for Animal Care, Communication Systems and Library, and Radiation Safety Program

Personnel - 5 @ 8,000.00 = 40,000.00
Equipment 45,000.00

Recurring State Costs - 40,000.00

Non-Recurring State Costs - 45,000.00

6. Increase faculty and support personnel for expanded program in all units

Faculty - 29 total 610,000.00
Support personnel - 10 total 60,000.00
COE - 29 @ 2,000.00 = 58,000.00
Furniture & Equipment 34,000.00

Recurring State Costs - 728,000.00

Non-recurring State Costs - 34,000.00

7. Assorted Minor Renovations

Non-recurring State Costs - 20,000.00

1972-73 - Priority III Items

1. Create Health Maintenance Organization

Total cost for planning from federal grant

State Costs - NONE

2. Clinical Associate Program (Start-up)

All funds from federal grant - 160,000.00

State Costs - NONE

3. Otolaryngology (Graduate)

Faculty - 2 @ 40,000.00 = 80,000.00
Support Personnel - 1 @ 6,000.00 = 6,000.00
COE - 4,000.00
(50% reimbursed by fees)

Recurring State Costs - 45,000.00

4. Oral Pathology (Graduate)

Faculty - 1 @ 25,000.00 = 25,000.00
Support personnel - 1 @ 6,000.00 = 6,000.00
COE 2,000.00
(20% reimbursed by fees)

Recurring State Costs - 26,400.00

5. Endodontics (Graduate)

Faculty - 1 @ 25,000.00 = 25,000.00
Support personnel - 1 @ 6,000.00 = 6,000.00
COE 2,000.00
(20% reimbursed by fees)

Recurring State Costs - 26,400.00

6. Acquisition of Adjacent Property

Non-recurring State Costs - 500,000.00

7. Pan-space Building (Poultry Farm)

Non-recurring State Costs - 200,000.00

8. Area Health Education Center Planning Phase

Funds to come from Ohio Valley Regional Medical Program

State Costs - NONE

1973-74 - Priority I Items

1. New Health Sciences Instructional Facility (100,000 sq. ft. @ $50.00/sq. ft.)

Total Cost 5M
Federal Portion - 2.5M
State Portion - 2.5M
Additional personnel cost will not begin until 74-75 year

Non-recurring State Costs 2,500,000.00

2. Additional Support to Communication System and Library

Personnel - 3@ 8,000.00 = 24,000.00
COE 12,000.00
Equipment & Books 120,000.00

Recurring State Costs 36,000.00

Non-recurring State Costs 120,000.00

3. Delivery Room Expansion

Renovations & Equipment 170,000.00
Additional personnel 4 @ 8,000.00 = 32,000.00
COE 9,000.00
(70% reimbursed by fees)

Non-recurring State Costs - 170,000.00

4. Radiology Clinic Modified

Renovations and relocation of equipment -total .50M

Non-recurring State Costs - 500,000.00

5. Family Practice Facility
(10,000 sq. ft. @ $50.00 sq. ft.)

Total Cost - - .5M
Federal Portion - .25M
State Portion - .25M
Additional personnel costs will not
begin until 74-75 year
(Can also be used for Health Maintenance Organization)

Non-recurring State Costs - 250,000.00

6. Health Maintenance Organization Facility

(To be combined with Family Practice Facility)

State Costs NONE

7. College of Nursing Building - Health Services--Vice President's Office --move

Renovations - 35,000.00
Equipment - 10,000.00

Non-recurring State Costs 45,000.00

8. Hospital Equipment Replacement Program

Non-recurring State Costs - 200,000.00

9. Underwriting of non-reimbursed hospital costs (Additional Increment)

Recurring State Costs - 253,000.00

1973-74 - Priority II Items

1. Additional Dental Clinic Facilities

Renovations - 10,000.00
Equipment - 20,000.00

Non-recurring State Costs - 30,000.00

2. Area Health Education Center

(Approximately 10,000 sq. ft. @ $40.00/sq. ft.)

Total Cost - .4M

(Cost to be borne by federal government and local community programs)

State Costs NONE

3. Increase faculty and support personnel for expanded program in all units

Faculty - 15 total 330,000.00
Support Personnel - 5 total 30,000.00
COE - 30,000.00
Furniture & Equipment - 18,000.00
(10% reimbursed by fees)

Recurring State Costs - 351,000.00

Non-recurring State Costs - 18,000.00

4. Increase all support services for expanded program

Personnel - 5 @ 8,000.00 = 40,000.00
Equipment 35,000.00

Recurring State Costs - 40,000.00

Non-recurring State Costs - 35,000.00

5. Phase I Hospital Construction Personnel

(Start up personnel costs - $400,000.00
(70% reimbursed from fees)

Recurring State Costs - 120,000.00

1973-74 - Priority III Items

1. Renal Dialysis Technician Program

Faculty	- 2 @ 20,000.00 =	40,000.00
Support Personnel	- 2 @ 8,000.00 =	16,000.00
COE	-	4,000.00
Furniture & Equipment	-	3,000.00

Recurring State Costs - 60,000.00

Non-recurring State Costs - 3,000.00

2. Medical Records Technician Program

Faculty	2 @ 15,000.00 =	30,000.00
Support Personnel	- 2 @ 8,000.00 =	16,000.00
COE		4,000.00
Furniture & Equipment	-	3,000.00

Recurring State Costs - 50,000.00

Non-recurring State Costs - 3,000.00

3. Occupational Therapist Program

Funded by Veterans Administration Hospital

State Costs - NONE

4. Clinical Pastoral Counseling Program

Faculty	- 2 @ 15,000.00 =	30,000.00
Support Personnel	- 2 @ 6,000.00 =	12,000.00
COE	-	4,000.00
Furniture & Equipment	-	3,000.00

Recurring State Costs - 46,000.00

Non-recurring State Costs - 3,000.00

5. Physical Medicine Rehabilitation Program

(Partially funded by VA Hospital)

Personnel - 1 @ 15,000.00 = 15,000.00
Support Personnel - 1 @ 8,000.00 = 8,000.00
COE - 2,000.00

Recurring State Costs - 25,000.00

6. Health Care Administration

Faculty - 2 @ 20,000.00 = 40,000.00
Support Personnel - 2 @ 6,000.00 = 12,000.00
COE - 4,000.00
Furniture & Equipment 3,000.00

Recurring State Costs - 56,000.00

Non-recurring State Costs - 3,000.00

7. Drug Use and Abuse Institute

Faculty - 3 @ 25,000.00 = 75,000.00
Support Personnel - 2 @ 6,000.00 = 12,000.00
COE 6,000.00
Furniture & Equipment 5,000.00

Recurring State Costs - 93,000.00

Non-recurring State Costs - 5,000.00

1974-75 - Priority I Items

1. New Animal Care Facility

(20,000 sq. ft. @ $50.00/ sq. ft.)

Total Cost - 1M
Federal Portion - .5M
State Portion - .5M

Non-recurring State Costs - 500,000.00

2. Health Sciences Instructional Facility - Communication System - Library - move

Renovations for new research laboratories - 150,000.00
Equipment - 20,000.00

Non-recurring State Costs - 170,000.00

3. Clinical Associate Program

State pick-up of federally funded program -
Approximately 15% of cost

Total cost - $100,000.00

Recurring State Costs - 15,000.00

1974-75 - Priority II Items

1. Increase faculty and support personnel for expanded program in all units

Faculty - 43 @ 20,000.00 = 860,000.00
Support Personnel - 14 @ 6,000.00 = 84,000.00
COE - 86,000.00
Furniture & Equipment- 50,000.00
(20% reimbursed by fees)

Recurring State Costs - 824,000.00

Non-recurring State Costs - 50,000.00

2. Increase all support services for expanded program

Personnel - 5 @ 8,000.00 = 40,000.00
Equipment - 40,000.00

Recurring State Costs - 40,000.00

Non-recurring State Costs - 40,000.00

3. Phase I additional hospital personnel

Complete Complement - 840,000.00
(70% reimbursed by fees)

Recurring State Costs - 252,000.00

4. Additional support for Family Practice Program

Personnel - 2 @ 35,000.00 = 70,000.00
COE - 5,000.00

Recurring State Costs - 75,000.00

5. Health Maintenance Organization Operation

A self-sustaining operation

State Costs - NONE

6. Area Health Education Centers

Faculty - 2 @ 25,000.00 = 50,000.00
Support Personnel - 2 @ 8,000.00 = 16,000.00
COE - 26,000.00
Total Cost - 92,000.00
Federal share - 46,000.00
State Share - 46,000.00

Recurring State Costs - 46,000.00

1974-75 - Priority III Items

1. Establish an HMO in remote location

Planning costs from federal grant

State Costs - NONE

2. Develop a new Handicapped Children Center

Gross sq. ft. - 110,558

Total Cost - 6.7M
Federal Share - 4.2M
State Share - 1.5M

Non-recurring State Costs - 1,500,000.00

3. Dental Laboratory Technology 4 year program

Faculty	- 2 @ 25,000.00 =	50,000.00
Support Personnel	- 2 @ 8,000.00 =	16,000.00
COE	-	10,000.00
Furniture & Equipment-		10,000.00

Recurring State Costs - 76,000.00

Non-recurring State Costs - 10,000.00

4. Respiratory Therapy 4 Year program

Faculty	- 2 @ 20,000.00 =	40,000.00
Support Personnel	- 2 @ 8,000.00 =	16,000.00
COE	-	4,000.00
Furniture & Equipment		5,000.00

Recurring State Costs - 60,000.00

Non-recurring State Costs - 5,000.00

5. Doctoral Program in Nursing

Faculty	- 3 @ 20,000.00 =	60,000.00
Support Personnel	- 2 @ 6,000.00 =	12,000.00
COE	-	5,000.00
Furniture & Equipment -		4,000.00

Recurring State Costs - 77,000.00

Non-recurring State Costs - 4,000.00

1975-76 - Priority I Items

1. Clinical Associate Program

State pick up of federally funded program. An additional 30% of cost.

Total Cost - $100,000.00

Recurring State Costs - 45,000.00

2. New or Expanded facility for College of Pharmacy

100,000 sq. ft. @ $50.00/ sq. ft.

Total Cost - 5.M

Federal Portion - 2.5M
State Portion - 2.5M

Non-recurring State Costs - 2,500,000.00

1975-76 - Priority II Items

1. Student Health Service Facility

20,000 sq. ft. @ $50.00/sq. ft.

Total Cost - 1.M
Federal Portion - .5M
State Portion - .5M

Non-recurring State Costs - 500,000.00

2. Increase faculty and support personnel for expanded program in all units

Faculty - 11 @ 20,000.00 = 220,000.00
Support Personnel - 4 @ 6,000.00 = 24,000.00
COE - 22,000.00
Furniture & Equipment - 13,000.00
(20% reimbursed by fees)

Recurring State Costs - 212,800.00

Non-recurring State Costs 13,000.00

3. Increase all support services for expanded program

Personnel - 3 @ 8,000.00 = 24,000.00
Equipment - 20,000.00
Total 44,000.00

Recurring State Costs - 24,000.00

Non-recurring State Costs - 20,000.00

1975-76 - Priority III Items

1. New continuing education and professional student housing facility

   40,000 sq. ft. @ $50.00/sq. ft. = 2.M

   Federal Funds - 1.M
   State Funds - 1.M

   Non-recurring State Costs - 1,000,000.00

2. Forensic Pathology and Toxicology Center

Faculty	- 2 @ 40,000.00 =	80,000.00
Support Personnel	- 2 @ 8,000.00 =	16,000.00
COE		4,000.00
Furniture & equipment		10,000.00

   Recurring State Costs - 100,000.00

   Non-recurring State Costs - 10,000.00

6. Summarize your institutional plans and procedures for program development as related to:

   a. Adequacy of present resource base in the program fields, faculty, library, buildings, facilities, and equipment.

The present resource base must be considered inadequate because many program compromises have occurred. For the academic year 1971-72 "new funds" approximated 15% of the minimum required addition to the base.

A few additional facts which indicate the inadequacy of the present resource base are:

1. Teaching spaces are being utilized at an 80% rate. The national average is 45%.

2. At a time when faculties around the country are being enlarged to cope with expanded enrollment in health science academic programs, medical faculty salaries are 6% below the national average; and, dentistry is 5% below.

3. At a time when hospitals are expanding and the need to enlarge house staff is growing, house staff salaries are $1,000 under the average of the five surrounding "benchmark" states.

4. In 1967 the library allocation was 10% less than in the previous years. To this date, it still has not recovered to the 1967 level.

b. Adequacy of resources in related or supporting fields.

The facts regarding resources cited in section "a" of this question indicate strongly that the resources are not adequate in related or supporting fields. Resource cuts seem to be deeper in the supporting fields than in the primary academic departments.

As an example: the hospital Housekeeping Department has had to cut their manpower from 135 in 1967 to 111 in 1971. Further, they have had no money for new equipment for two years. Their incinerator crew has been the same size for the past three years; yet, the number of pounds processed has increased from 2,100,000 in 1969 to an estimated 3,120,000 pounds in 1971-72.

Another example: the Communication Systems Division has not received new operating funds for the past four years.

The above facts reflect the general state of affairs regarding the adequacy of resources in related or supporting fields.

c. Proposed sources for program funding.

1. Reallocation of existing sources

The only possibility in the reallocation of existing resources is to curtail the rendering of health care so that funds may be diverted to cope with the expanding enrollment. This would be a serious compromise as the quality of the academic programs is related to the availability of clinical teaching material.

It would be accurate to state that no reallocation of existing resources can be recommended at this time.

2. Enrollment and faculty-student ratio impact of the proposed program changes on the total program of the institution.

The chart below reflects the change in student-faculty ratio in each of the Medical Center academic units as a result of the program projected. In all instances except dentistry, a less advantageous ratio is anticipated even if all the support requested is forthcoming.

Trend in Student-Faculty Ratios

	1970-71	1975-76
Medicine	4.3	4.7
Dentistry	3.8	3.7
Nursing	5.7	8.0
Pharmacy	7.7	9.8
*Allied Health	7.5	10.0

*NOTE: (Baccalaureate Programs)

3. New State Funds Required

	72-73	73-74	74-75	75-76
Priority I				
Recurring	1,014,000.00	289,000.00	15,000.00	45,000.00
Non-recurring	3,874,000.00	3,785,000.00	175,000.00	2,500,000.00
Priority II				
Recurring	928,000.00	511,000.00	1,237,000.00	236,800.00
Non-recurring	873,000.00	83,000.00	90,000.00	533,000.00
Priority III				
Recurring	97,800.00	330,000.00	213,000.00	100,000.00
Non-recurring	700,000.00	17,000.00	1,519,000.00	1,010,000.00
Total by year	$7,486,800.00	$ 5,015,000.00	$ 3,249,000.00	$ 4,424,800.00
Total Recurring	$2,039,800.00	$ 1,130,000.00	$ 1,465,000.00	$ 381,800.00
Total Non-recurring	$5,447,000.00	$3,885,000.00	$ 1,784,000.00	$ 4,043,000.00

NOTE: These figures represent the additional recurring funds projected for each year.

4. Extramural support from training grants, research grants, or contracts.

It appears certain that some form of national health insurance will be a reality in the next few years. This will undoubtedly result in a marked increase in the number of people seeking health care. Most are certain that, coupled with the advent of national health insurance, there will be a substantial increase in the federal support of health science education. Current pending legislation provides:

a. Capitation grants.

Details of the new Health Professions Educational Assistance Act still need to be settled. Presently, it appears that the following amounts per student will be available: $2,500 for the first three years of four-year medical and dental schools and the first two years of three-year programs. Capitation for graduates will be $4,000 for four-year schools and $6,000 for the three-year institutions. Two levels of incentive grants for schools that increase class size would be established at $1,000 each.

Capitation grants for schools of veterinary medicine, optometry, pharmacy, and podiatry would be set at $800.

b. Construction grants.

The two bills in this area are H. R. 8629 (Rogers) and S. 934 (Kennedy). Both provide funds for teaching facilities with the federal share as high as 85%. They also offer loan guarantee and interest subsidy.

It is likely that full impact of the new federal funds will not be felt until the 1973-74 year. There is serious questions regarding the government's intention to fund this legislation fully until then.

Another development with implications to the state support of the Medical Center is the National Health Insurance itself. Most likely, it will be possible at a point to realize full reimbursement of patient fees.

SECTION III

THE COMMUNITY COLLEGE SYSTEM

1. Give the Fall Term FTE and headcount projection of enrollment by college, school or division for the next four fiscal years by year--1972-73, 1973-74, 1974-75, 1975-76.

	FTE	HEAD COUNT
Fall 1971 (Actual)	8,219	11,435
1972	8,547	11,892
1973	8,889	12,368
1974	9,300	12,900
1975	9,672	13,416

2. From the Community College level, undergraduate, graduate and professional school levels assess the present educational programs structure at your institution in relation to:

a. What programs may be stabilized?

Projections show that pressures for admission to community colleges in the State will not abate in the next two biennia in the college transfer program and as the Colleges seek to increase offerings in career technical education the pressures will increase overall. Depending on resources available, as a possible alternative, enrollment in transfer programs may be stabilized at a certain percentage to allow for further support of technical career programs.

b. What programs may be restructured?

The community colleges provide two years of study in most fields offered by the four year colleges and universities in Kentucky. Usually a student will be required during his first two years to take courses which lead to an understanding of certain fundamental principles as well as courses in his field of concentration. Until changes in requirements of senior institutions occur major restructuring of the pre-baccalaureate program can not take place.

Technical career education programs are designed to provide a trained cadre of technicians and semi-professionals to meet the manpower needs of the Commonwealth, especially in business, industry, engineering and health technologies. As these needs evolve the many programs will be restructured to maintain currency.

The community colleges strive to promote intellectual activites of the community and exert its every energy to enrich and preserve the culture of the area which it serves through continuing education opportunities for the community.

c. What programs may be initiated?

The community colleges are working with the Division of Vocational Education, State Department of Education in an effort to develop a master plan which will include the programs to be offered in the community colleges and the program to be offered by the vocational schools. Upon completion of the development of the master plan, to the extent funds are available, the community colleges will initiate programs in the technical area to meet the demands identified by the master plan.

In concert with the Medical Center, the community colleges are planning to expand their role in the offering of programs designed to produce health manpower. The programs are listed in Section II (The Medical Center).

d. What programs may be expanded?

The expanding population is producing more young people who desire higher education. The traditional American Colleges and Universities can not adequately meet the challenge of these numbers nor are they equipped to offer the career programs needed by the growing industrial complex. The community colleges are committed to an expanding program of technical career education.

3. What criteria were used to assess your present educational programs and how were decisions made to alter these programs? (Role and scope of the institution, purposes of the institution, program objectives, state and/or national needs, student demand, etc.)

The University of Kentucky Community College System is dedicated to the concept that the individual talent and fiber of our citizens constitute the nations most valuable resource. To insure utilization of this resource, the Community College System has extended broad educational opportunities to the youth and adults of the Commonwealth of Kentucky.

By action of the General Assembly of Kentucky and the Board of Trustees, the community college is charged with three specific functions: (1) to offer curricula for the first two years of the baccalaureaute program. (2) to provide two year career oriented programs designed to prepare the student for immediate employment on a technical or semi-professional basis. (3) to provide continuing educational opportunities for citizens of the area served by the college. These include evening classes, workshops, seminars, short courses, concert series, exhibits, lectures, etc., to meet inservice, re-education and cultural needs of the community.

As indicated earlier in this report, the transfer program is determined by the requirements of the four year institution to which a significant number of students are transferring.

Each community college has an advisory board which works with the directors and faculty in determining the technical or semi-professional programs and the adult and continuing education programs to be provided by each college. Determination of such programs are made as a result of community studies of needs of the people, opportunity for employment, community resources available, other resources available, etc.

Self studies and accreditation results are also used in evaluating and altering educational programs.

4. From your institutional assessment delineate your educational program development priorities for the next four years with a projected timetable for implementation and explain the basis for these priorities.

The primary objective in program development for the community colleges for the next four years will be to expand the technical, semi-professional programs. The objective is to increase the the percentage of FTE students in these programs to 25% of the total FTE enrollment.

A second objective will be to expand the adult and continuing education activities at each college. With the rapid change in technology more and more adults are finding it necessary to continue their education to better prepare for their present position or to prepare for a new career.

5. Project for a four year period the resources required to undertake the changes in educational programs as prioritized above for your institution in terms of:

a. By program, identify additional faculty required.

	TRANSFER	TECHNICAL	TOTAL	ACTUAL
1971-72	345	102	447	407
1972-73	348	122	470	
1973-74	358	133	491	
1974-75	369	146	515	
1975-76	380	160	540	

b. By program, identify enrollments for a four-year period.

	TRANSFER	TECHNICAL
1971-72	6,893	1,326
1972-73	6,966	1,581
1973-74	7,156	1,733
1974-75	7,396	1,904
1975-76	7,592	2,080

c. By program, identify need for remodeled or additional space and equipment.

1. Initial construction has begun on Madisonville Community College. This facility of approximately 50,000 square feet will provide minimum space for all phases of the academic program including administrative and faculty offices, classrooms and laboratories for both transfer and occupational programs, library and student service areas.
2. Expanding enrollment at Jefferson Community College will require additional facilities at the earliest possible date. This project should include a technology facility of 100,000 square feet and library facilities of approximately 40,000 square feet.
3. Ashland Community College is operating with a split campus. Due to limited funds the new facilities do not include space for several ongoing programs, particularly in the sciences, drama and art areas. The

college must also have classroom and laboratory type facilities for technical and semi-professional programs.

d. By program, identify additional library resources required and cost.

Additional library resources will be required in the areas of staff and library holdings.

e. Estimate start-up costs and continuing cost of the program for a four-year period.

Additional new programs will be proposed as a result of the master plan for Kentucky, but two new programs are currently being proposed. They are Environmental Health Technology and Dental Hygiene:

	ENVIRONMENTAL HEALTH TECHNOLOGY	DENTAL HYGIENE
Startup Cost	$ 64,200	$ 128,400
First Year	40,800	51,200
Second Year	42,800	53,800
Third Year	45,000	56,500
Fourth Year	47,500	59,500

6. Summarize your institutional plans and procedures for program development as related to:

a. Adequacy of present resource base in the program fields, faculty, library holdings, facilities and equipment.

The Community College System's objective of placing greater emphasis on expanding existing technical programs will have a substantial impact on the total existing resource base. In 71-72 the system is operating with a shortage of approximately 40 FTE faculty positions. In order to effectively attain the objective of 25% FTE student enrollment in technical programs, resources will be required, not just to pick up the faculty deficit, but also to provide additional faculty required because of the type instruction required in technical programs.

In addition to increasing faculty numbers, resources will be required to improve the competitive salary position of the System in attracting new faculty particularly in the technical area.

To bring the library program to an acceptable level by the standards of the American Library Association and Southern Association of Community Colleges requires additions to library holdings and staff costing approximately $225, 000.

Additional facilities will be required at Madisonville (under construction), Jefferson, Ashland, Somerset and Henderson which will require debt service and operating funds. Construction cost will be approximately $40 per square foot and operating cost $1. 10 to $1. 50 per square foot.

b. Adequacy of resources in related or supporting fields.

The Southern Association has recommended additional administrative support at several colleges in the System at a cost of approximately $85,000. To bring the support for FTE faculty positions back to the 70-71 level would require approximately $125,000. Support, excluding library, and maintenance and operation, would cost $3,000 per new faculty position.

c. Proposed sources for program funding:

The University of Kentucky Community College System in setting as its primary objective the expansion of technical programs throughout the State is reallocating, as much as possible, existing resources. Currently the ability of the Community College System to accept additional students in any program would be extremely difficult if not impossible in certain situations without additional resources.

Additional funding required to meet the primary objective of the Community College System should come from new state funds. Since the Community College System shares the philosophy of equal educational opportunities for every citizen of the State of Kentucky regardless of his ability to pay, increasing of student fees would be the least desirable source of funds to be used in attaining the primary objective of the Community College System in the coming years.

PHASE II

ROLE AND SCOPE STUDY OF PUBLIC HIGHER EDUCATION IN KENTUCKY

8

UNIVERSITY OF LOUISVILLE
Louisville, Kentucky

Total Enrollment, Fall Semester 1971
10,468

UNIVERSITY OF LOUISVILLE

PHASE II. FOUR YEAR PLANS

Introduction

The purpose of Phase II is to make projections of enrollments, programs, and resource requirements for the next four academic years.

The simplest projections in all three cases would be direct extrapolations of the past three or four years. But such a simple extension would be neither realistic nor valid. It would be unrealistic because of the recent entrance of the University of Louisville into the state system of higher education with all of the implications this has for its future role and responsibilities. And it would be invalid because there are several identifiable conditions which will have effects over the long run that must be taken into account immediately for intelligent planning.

Nation-wide projections of college enrollments over a period of years are made on the basis of national birth statistics, changes in the percentage of high school graduates going on to college, and other national trends. These are useful in making predictions for higher education as a whole and also provide a general context for making predictions within a given geographic area. But of considerably greater importance in projecting for a specific institution may be those characteristics of its specific area which are likely to affect its enrollment.

At least four major conditions specially applicable to the University of Louisville will result in much faster growth of this university than for universities in the nation in general:

(1) the greater present need for additional college opportunities in Louisville than in most other urban centers in the United States.

(2) the greater anticipated growth of population in the Louisville area than in most other urban centers of the country.

(3) the change in status of the University of Louisville from a municipal to a state institution.

(4) the inevitable reduction in tuition that would bring the tuition at the University of Louisville more in line with that of the other Kentucky universities.

1. A new study by the Carnegie Commission on Higher Education entitled New Students and New Places was reported in October, 1971. It concludes that, by 1980, the nation will need between 60 and 70 new "comprehensive" public four-year colleges in large metropolitan areas. One of the locales identified by the Commission as most badly in need of "special effort" to develop such increased opportunities is the Louisville metropolitan area.[1] This refers to a present need which will be radically increased by 1980.

2. Higher education enrollments will continue to increase in the 1970's. This growth is expected to take place to a larger extent in urban areas than in rural ones, partly because increasing proportions of inner city youth are entering college, but principally because population growth in America continues to be largely in urban centers.

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[1] Carnegie Commission on Higher Education, New Students and New Places (New York: McGraw-Hill Book Company, 1971), p. 104.

Experts in the area of community development think less in terms of areas defined by legal boundaries and more in terms of areas in which people share common attributes such as newspaper market, T.V. and radio coverage, commuter patterns, and transportation/utility links. One such unit which has been identified may be called the Louisville Centered Region. The area for the existing urban core at the falls of the Ohio River is 29 counties (11 in Indiana and 18 in Kentucky). This Region's 6,450,000 acres includes approximately 10 per cent of the land area of Kentucky and Indiana but a third of the population of Kentucky. The 1960 population was 1,200,000 persons. By 1970, this had increased 12 per cent to 1,360,000 persons. Using the lowest projections, it can be anticipated that this same 29-county region will have a population increase of 49 per cent before the year 2000.[2] This means that the Louisville Centered Region will grow for the next three decades at a much faster rate than the national average, and considerably faster than most other urban-centered regions. The Louisville Centered Region is expected to be one of 40 urban centered regions which will have the greatest growth rates in the country. This increase in population, plus the increase in industry that will accompany it, will profoundly affect the enrollments and demands for services upon any public institutions in the area.

3. A third factor applicable to the University of Louisville, its change from municipal status to that of a state university, will inevitably result in an expanded range of expectations for services in the Louisville-centered area.

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[2] Based on interpretation of the U.S. Bureau of the Census data and reports from the Kentucky Program Development Office, Commonwealth of Kentucky.

Pressure will increase for less-demanding admissions requirements, for a lowering of tuition, and for various programs to serve the critical needs of industry and government in a rapidly growing urban setting. An illustration of this is the recent petition from people in southwestern Jefferson County for the University to initiate a community college program there. This kind of expectation is a result of the University's joining the state system and, as people become increasingly accustomed to regarding the University in this way, pressure for expansion can be expected to develop at a more accelerated rate than in the case of institutions that have been in the state system for a number of years.

4. A fourth and especially important variable affecting applications for admission to the University of Louisville is the tuition rate which is over three times as high as that of any other university in the state system comparison nationally, and more than twice as high as the national average for comparable state institutions. In the fall of 1970, approximately 2700 students from Jefferson County entered, as freshmen, the eight state supported four-year colleges and universities in Kentucky. Of these, only 700 entered the University of Louisville. The rest (2000) went outside the county for their schooling. There is no doubt that one of the most significant reasons for this is the large differential in tuition between the University of Louisville and the other schools. As this differential is decreased, either by lowering the University of Louisville tuition, raising that of other schools, or both, there is no doubt that a significant proportion of these Jefferson County residents as well as residents of the other counties in Kentucky will apply for admission to the University of Louisville.

Since the University has been growing at a more rapid rate than the national average for several years, any one of the above four major factors alone could be expected to result in still greater than average growth. The combination of the four makes accelerated growth inevitable.

Good program development requires thorough and extensive planning. The University has recently appointed a new Vice President for Planning and Institutional Research who will initiate a comprehensive planning program this year. The studies are now in progress, but their findings are not yet available. The implications of the new role of the University and the demands for programs and service must be carefully examined. Consequently, answers to some of the questions posed by the Interim Study Commission on Higher Education must necessarily be somewhat tentative for the University of Louisville.

As part of the development of the long-range plan, the deans of the twelve colleges and schools of the University have been asked to furnish their best answers to the specific questions posed by the Commission. The present report consists principally of these unit responses. Whereas the major conditions discussed above can be expected to affect the University as a whole, there are particular variables associated uniquely with the individual schools which have effects over and above the general trends. Each dean has been asked to project enrollments in at least two ways: (1) simply on the basis of an annual increase reflecting the 5 per cent financial-planning rate of increase used by the Department of Finance (actual linear projections corrected for increased transfers from Jefferson Community College produce figures of 8 and 12 per cent over the next two years), and (2) on the basis of variables identified as specially relevant to the individual school or college. Some deans have made several different projections, in each case specifying the factors on which those projections are predicated.

Each dean has also included descriptions of the criteria used to assess his present educational programs and the ways in which decisions were made to alter them. Also, each has indicated priorities for the next four fiscal years with projected timetables for implementation and with explanations of the bases for these priorities.

As for institutional priorities, some have been indicated in the budget proposal prepared for submission through the Council on Public Higher Education. The planning studies initiated this year will produce a set of priorities with a greater long-term perspective.

PHASE II REPORTS

OF THE

COLLEGES AND SCHOOLS

PHASE II

ROLE AND SCOPE STUDY OF PUBLIC HIGHER EDUCATION IN KENTUCKY

COLLEGE OF ARTS AND SCIENCES

UNIVERSITY OF LOUISVILLE

Office of the Dean
September 27, 1971

Unit College of Arts and Sciences

FALL TERM ENROLLMENT PROJECTIONS*
based upon constant rate of increase (5% per year)

		Actual Enrollment	Estimated from partial enrollment data	Projections			
		1970-71	1971-72	1972-73	1973-74	1974-75	1975-76
Lower Division	Headcount	1,799	1,958	2,056	2,159	2,267	2,380
	F.T.E.	1,634	1,762	1,850	1,943	2,043	2,142
Upper Division	Headcount	1,078	1,175	1,234	1,296	1,361	1,429
	F.T.E.	946	1,022	1,074	1,128	1,184	1,243
Graduate	Headcount						
	F.T.E.						
Professional	Headcount						
	F.T.E.						

*Includes enrollments in Medical Technology and Dental Hygiene

Unit College of Arts and Sciences

FALL TERM ENROLLMENT PROJECTIONS*
with consideration given to particular, designated variables

Continuation of rate of increase (8.9%) experienced in past two years.

		Actual Enrollment	Estimated from partial enrollment data	Projections			
		1970-71	1971-72	1972-73	1973-74	1974-75	1975-7
ower Division	Headcount	1,799	1,958	2,132	2,322	2,529	2,754
	F.T.E.	1,634	1,762	1,919	2,090	2,276	2,479
Upper Division	Headcount	1,078	1,175	1,280	1,394	1,518	1,653
	F.T.E.	946	1,022	1,114	1,213	1,321	1,438
Graduate	Headcount						
	F.T.E.						
ofessional	Headcount						
	F.T.E.						

*Includes enrollments in Medical Techology and Dental Hygiene

Unit College of Arts and Sciences

FALL TERM ENROLLMENT PROJECTIONS*
with consideration given to particular, designated variables

Continuation of rate of increase (8.9%) experienced in past two years, with addition of 250 new Upper Division students each year beginning in Fall, 1973-74: expected increase in Upper Division students based on growth of enrollment at Jefferson Community College beginning Fall, 1971-72.

		Actual Enrollment	Estimated from partial enrollment data	Projections			
		1970-71	1971-72	1972-73	1973-74	1974-75	197[illegible]-[illegible]
Lower Division	Headcount	1,799	1,958	2,132	2,322	2,529	2,754
	F.T.E.	1,634	1,762	1,919	2,090	2,276	2,4[illegible]9
Upper Division	Headcount	1,078	1,175	1,280	1,644	2,040	2,4[illegible]2
	F.T.E.	946	1,022	1,114	1,430	1,775	2,151
Graduate	Headcount						
	F.T.E.						
Professional	Headcount						
	F.T.E.						

*Includes enrollments in Medical Technology and Dental Hygiene

Unit College of Arts and Sciences

FALL TERM ENROLLMENT PROJECTIONS*
with consideration given to particular, designated variables

Tuition reduction of $150.00 per year, beginning in 1972-73, resulting in enrollment increase of 15% each year.

		Actual Enrollment	Estimated from partial enrollment data		Projections		
		1970-71	1971-72	1972-73	1973-74	1974-75	1975-7
Lower Division	Headcount	1,799	1,958	2,252	2,590	2,979	3,426
	F.T.E.	1,634	1,762	2,027	2,331	2,681	3,083
Upper Division	Headcount	1,078	1,175	1,351	1,554	1,787	2,055
	F.T.E.	946	1,022	1,175	1,352	1,555	1,788
Graduate	Headcount						
	F.T.E.						
Professional	Headcount						
	F.T.E.						

*Includes enrollments in Medical Technology and Dental Hygiene

2. Assessment of Present Programs

a. What programs may be minimized?

We foresee possible reduction in some programs in some academic units of the College of Arts and Sciences, particularly those in which the products of such programs are in low demand in our society.

b. What programs may be restructured?

We expect division of the present Department of Modern Languages into two, or more, academic departments, the formalization of course offerings, curricula, and faculty appointments with respect to the field of Economics, and the unification of presently scattered courses in Computer Science into one academic administrative unit.

c. What programs may be initiated?

We expect the initiation of new academic departments in the fields of Religious and Ethnic Studies, Black Studies, Urban Studies and Geography.

d. What programs may be expanded?

The innovative interdisciplinary program for Freshmen, the Freshman Symposium, is likely to enlarge, and to be extended to include the sophomore and even later years; the Department of Geology, long a neglected and weak area, should grow, as should the Department of Music History; the Departments of Sociology and Anthropology should expand as more students are attracted to these disciplines; service courses for engineering students from Speed Scientific School should cause modest expansion in the Departments of English and Chemistry.

3. Criteria

What criteria were used to assess your present educational programs and how were decisions made to alter these programs? (Role and scope of the institution, purposes of the institution, program objectives, state and/or national needs, student demand, etc.)

Assessment of the present educational program of the College of Arts and Sciences is based on recommendations resulting from the Self Study of 1965-66, continuing self-examination and evaluation by the students and faculty of the College, and by outside consultants, in light of changing needs and demands of our society.

4. Priorities

From your institutional assessment delineate your educational program development priorities for the next four fiscal years with a projected timetable for implementation and explain the basis for these priorities.

PROGRAM ONE - Provision of funds sufficient to remove present inequities in faculty salaries within the College of Arts and Sciences, and between the College and other Schools of the University; to raise the quality of existing undergraduate education to a level commensurate with the needs of the students by providing adequate operating funds; to provide for professional growth and the academic enrichment of the existing faculty; and to transfer salary sources from restricted to general fund accounts. It is planned that this comprehensive program will be enacted, in full, in academic year 1972-73, and then continued through each of the subsequent years of the planning period. Estimated cost of the program in its first year is $830,268.00; annual continuation costs in subsequent years are on the order of $240,000.00.

PROGRAM TWO - Provision of funds to improve the quality of undergraduate education in areas long neglected owing to past financial limitations imposed upon the College of Arts and Sciences, and for which specific need and demand has been demonstrated. Listed below are examples of specific areas of need known at the time which are included in this Program; the list is arranged alphabetically by Department and the order does not imply a priority sequence:

Anthropology -
Additional Faculty (4)

Chemistry -
Instructional Maintenance

English -
Additional Faculty (2)

Fine Arts -
 Art Therapy Program

Home Economics -
 Additional Instructional Equipment

Humanities -	
Additional Faculty	(2)
Additional Staff	(1)

Philosophy -	
Additional Faculty	(4)

Physics -
 Ph.D. Program Support

Political Science -
 Additional Educational Supplies

Psychology -
 Clinical Psychology Program

Social Sciences -
 Geography Program

It is planned that this "catch-up" program of improvement will be initiated, in full, in 1972-73, and become a regular and continuing part of the educational program of the College. First year costs of Program Two are estimated to be $848,650.00; yearly continuation costs will be on the order of $677,000.00.

PROGRAM THREE - Support of programs in undergraduate education that have received only modest financial support in the past, and of new programs for which need has been demonstrated but urgency is not required. Listed below are examples of specific areas of need known at this time which are included in this Program; the list is arranged alphabetically by Department and the order does not imply a priority sequence:

Anthropology -
 Additional Faculty

Chemistry -
 Upper Division Laboratory
 Undergraduate Instrument Analysis

Fine Arts -
 Textiles and Crafts Program

Geology -
 New Chairman

Health, Physical Education and Recreation -
 Health Education Program
 Recreation Major

Home Economics -
 Additional Courses

Humanities -
 Asian Culture Program

Mathematics -
 Additional Graduate Teaching Assistants

Physics -
 Undergraduate Laboratories for Elementary and Advanced Students

Psychology -
 Psychopharmacology Program

Social Science Division -
 Urban Studies Program

Implementation could occur at any time in the next four years, with start-up costs of $994,920.00 and yearly continuation costs of $939,420.00.

PROGRAM FOUR - Initiation of, or support of, programs heretofore considered peripheral to the educational program of the College, or that have been supported generously in the past. Listed below are examples of specific areas of need known at this time which are included in this Program; the list is arranged in alphabetical order by Department and the order does not imply a priority sequence:

Biology -
 Equipment and Staff for Cellular Biology Program

Chemistry -
 Computer Facilities
 Faculty Research Support
 Graduate Research Instruments

Geology -
New Vehicle

Health, Physical Education and Recreation
Graduate Program to Masters Degrees

History -
Oral History Center

Mathematics -
Mathematics Education Program

Natural Sciences -
Computer Science Program

Political Science -
Public Administration Program
Survey Research Program

Psychology -
Special Undergraduate Teaching Materials

Social Sciences -
Economics
Interdisciplinary Programs

Initiation of the program could begin in any of the next four years. Costs of Program Four in its first year would be $1,330,685.00; yearly costs after that would be $931,960.00.

5. Resources

Project for a four-year period the resources required to undertake the changes in educational programs as prioritized above for your insitution in terms of:

a. By program, identify additional faculty required.

Program One, which is a catch-up plan at the budgetary level, requires no additional faculty. Program Two would require the addition of 39 full-time faculty members in the first year of its implementation and continuation of those positions through the full four-year period. Program Three calls for the addition of 57 new faculty, and their continuation. Program Four would require 69 additional faculty members for its complete implementation.

b. By program, identify enrollments for a four-year period.

It is not possible to assign selected segments of the undergraduate student population to any one of the Programs, inasmuch as all the Programs are interrelated and, thus, serve the needs of all students enrolled in, or serviced by, the College of Arts and Sciences. General enrollment trends and projections for the College are presented in detail at the beginning of this report.

c. By program, identify need for remodeled or additional space and equipment, if required.

With our ever-growing student population, and expected increase in faculty and staff to serve them, and with the increasing complexities of our society, additional space and equipment for the College of Arts and Sciences will be needed. Our present physical plant is now so heavily used as to preclude the possibility that any remodeling will make significant additional classroom or office space available (in fact, we now must use valuable dormitory space for faculty offices). Projected enrollments indicate the need for new space on the order of five or ten classrooms accomodating 24 students each, in each of the next four years. The estimated "start-up" costs of equipment to allow initiation of the four Programs of the College are: Program One, $106,800.00; Program Two, $171,750.00; Program Three, $55,500.00; and Program Four, $398,725.00.

d. By program, identify additional library resources required and cost.

It is estimated that funds in the amount of $28,800.00 would be necessary yearly to provide library materials for Program One, $81,240.00 yearly for Program Two, $112,730.00 yearly for Program Three, and $111,835.00 yearly for Program Four.

e. Estimate start-up costs and continuing cost of the program for a four-year period.

Estimated costs (faculty salaries, educational supplies, moveable equipment, and supporting staff) of the four Programs, excluding costs of library acquisitions, are as follows:

	"Start-up"	Annual Continuation
Program One	$ 830,268	$240,000
Program Two	848,650	677,000
Program Three	994,920	939,420
Program Four	1,330,685	931,960

6. Summary

Summarize your institutional plans and procedures for program development as related to:

a. & b. Adequacy of present resource base in the program fields, faculty, library holdings, facilities and equipment; adequacy of resources in related or supporting fields.

Our present resource base is hardly adequate even for Program One, and then only with respect to space and some equipment; financial resources are wholly inadequate even for the present operation of the College of Arts and Sciences, and the implementation of any of the proposed Programs requires additional funds. Programs Two through Four require additional faculty, space and instructional equipment.

c. Sources

Proposed sources for program funding:

1. Reallocation of existing resources.

   Reallocation of presently inadequate operating funds is obviously not a solution to our present problem, or a means of implementing the proposed Programs.

2. Enrollment and faculty student-ratio impact of the proposed program changes on the total program of the institution.

Anticipated increased enrollment will provide additional revenue to the University (see table below) in amounts sufficient to fund all the annaul continuation costs of Program One, and part of those of Program Two, as indicated in the following table:

Additional annual income from tuition sources, from enrollment projections.

	Type of Increase			
	5%	8.9%	8.9%+250	15%*
1972-73	$172,480	$306,768	$306,768	$389,576
1973-74	181,104	332,640	599,984	448,292
1974-75	192,192	362,208	654,192	515,396
1975-76	194,656	394,240	942,480	591,820

*assumes $150 per year tuition decrease

However, if an oppressive student-faculty ratio is to be avoided, then more than Program One must be implemented, as shown by the table below:

Student-faculty ratio (FTSE/FTFE) at end of second biennium (1975-76) by Program and by enrollment projections.

	Type of Increase			
	5%	8.9%	8.9%+250	15%
Program One	19.0/1	22.0/1	26.0/1	27.4/1
Program Two	16.4/1	18.9/1	22.4/1	23.5/1
Program Three	15.3/1	17.7/1	21.0/1	22.0/1
Program Four	14.7/1	17.0/1	20.1/1	21.2/1

3. New state funds required.

Additional funds from the State of Kentucky will be needed for:

a. initiation costs of all Programs,

b. continuation costs of Programs Three and Four, and part of Two.

4. Extramural support from training grants, research grants, or contracts.

   Approximately 10% of the present operating budget comes from grants and contracts, mostly from or with Federal agencies. It is expected that the proportion of our yearly operating budget coming from such sources will decrease.

5. Other.

   Our only other resources come from gifts and endowments; we expect no marked increase in funds from these sources.

PHASE II

ROLE AND SCOPE STUDY OF PUBLIC HIGHER EDUCATION IN KENTUCKY

SCHOOL OF BUSINESS

UNIVERSITY OF LOUISVILLE

Office of the Dean

Unit Business

FALL TERM ENROLLMENT PROJECTIONS
based upon constant rate of increase (5% per year) *

		Actual Enrollment	Estimated from partial enrollment data	Projections			
		1970-71	1971-72	1972-73	1973-74	1974-75	1975-7
Lower Division	Headcount						
	F.T.E.						
Upper Division	Headcount	248	302	317	333	350	367
	F.T.E.	228	278	292	306	322	338
Graduate	Headcount	238	281	295	310	326	342
	F.T.E.	131	155	162	171	179	188
Professional	Headcount						
	F.T.E.						

*Although we are including this page at 5 per cent per year enrollment increase, it is relatively meaningless in that enrollment in the School of Business at the University of Louisville has averaged in excess of 15 per cent for the past three years and is expected to continue at these levels over the period covered by this report.

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Unit Business

FALL TERM ENROLLMENT PROJECTIONS *
with consideration given to particular, designated variables

		Actual Enrollment	Estimated from partial enrollment data	Projections			
		1970-71	1971-72	1972-73	1973-74	1974-75	1975-76
Lower Division	Headcount						
	F.T.E.						
pper Division	Headcount	248	302	362	434	520	624
	F.T.E.	228	278	333	400	478	574
raduate	Headcount	238	281	332	392	463	546
	F.T.E.	131	155	183	216	255	300
rofessional	Headcount						
	F.T.E.						

*These fall term enrollment projections are based on an annual increase of 18 per cent. This has been the average increase for the past three years and it is expected that this percentage increase will not diminish during the period covered by these projections. As a matter of fact, these projections may be low if tuition or registration fee differentials between the University of Louisville and the other state schools are diminished. At any rate, this is as close as we can come with the projections based on current information.

2. Program Changes

The School of Business is an upper division undergraduate and graduate school with only a service function involved in the lower division at the freshman and sophomore years. We now have majors offered in accounting, finance, management, marketing, and secretarial science. It is expected that we will include within the next two years a major in economics within the School of Business. This will involve a minor change only, in that an economics major is presently offered through the College of Arts and Sciences although taught by and run by the School of Business. We propose to give the student a choice of an economics major in the A.B. degree program in Arts and Sciences or a major in economics through the Bachelor of Science in Commerce program in the School of Business. It is anticipated that this will increase the size of the program moderately, however, the increase should not be sufficient to call for an increase in funds or faculty members over the present level. We plan to add a major in management science by 1972. Otherwise expansion will come about through enrollment increases over the period of these projections.

There is a demand for a doctoral program in business at the University of Louisville. There are several hundred MBA graduates as well as people who transfer into the Louisville area from outside, who desire further graduate work in the field. The School of Business Graduate Studies Committee is preparing a proposal to go to the Graduate Council and to the Council on Higher Education to initiate a doctoral program in business, probably during the fall of 1973. It is projected that we would begin the program with fifteen students the first year with a projected growth through 1975-76 to approximately twenty-five full-time students. The objectives of this doctoral program would be to enable students in the area to better prepare themselves for careers in both industry and education. Therefore, we would not just prepare people for teaching, but also for administrative and research positions in industry.

3. Assessment Criteria

In assessing the present educational programs in the School of Business, we use many different criteria for judgment purposes. Several studies have been published by the American Association of Collegiate Schools of Business concerning business and economics programs throughout the country. We have used these as one basis for evaluating our current educational programs. Along with this information, we have also looked at our particular role as an urban institution within the state of Kentucky and compared our programs to other major urban universities throughout the country. Thus we have not only used national trends in business education, but more particularly trends in urban business education as guidelines for evaluating our various programs. Of course we have considered student demands here at the University of Louisville as to what they feel are their needs in education for future careers. We also evaluate employment trends particularly in the Louisville area in advising students as to careers which they might pursue and their prospects for possible employment in these various careers.

4. Program Development Priorities

In terms of priorities it is very difficult to place one program before another in its importance. However, if it is necessary to do so, priorities should be as follows:

1. The establishment of a management science major in the School of Business. This program should be established in the fall of 1972. Although a number of courses are now being offered in the School of Business in the area of management science, we have not been able to obtain faculty resources to justify a full major. We just have not had the funds to hire two additional faculty members who are needed. We now have sufficient computer capabilities within the University to support the program and should be able to develop a first class program with the fulfillment of our faculty needs. We feel that we are now three to five years behind schedule in establishing this program. There is a need in industry for people who are trained in this area of business and we have a number of students who would desire to enter such a program. It is merely a matter of obtaining sufficient resources to establish and maintain the program.

2. A second priority is a doctoral program which should be established by the fall of 1973. This program is second in priority only in that we will not be geared for such a program in less than two years. We must build up faculty resources, library resources, as well as budget additions to guarantee graduate assistantships to a number of doctoral candidates. We realize that a doctoral program can be expensive; but there is a greater demand for doctoral work in Louisville than any where else in the state. The center of Kentucky population is in Louisville, not in Lexington where the University of Kentucky, the only institution in the state which now offers a doctorate in business and economics, is located.

3. A third and most pressing priority for the School of Business is addition to the current faculty in order to reduce student-faculty ratios. Since the fall of 1968 enrollment in the School of Business has increased 60 per cent. The full-time faculty of the School of Business has increased only 28 per cent during the same period. Therefore, we have developed very critical student-faculty ratios. In the fall semester, 1970, our upper division student-faculty ratio was 19 to 1 increasing in the fall of 1971 to 20.6 to 1. At the graduate level in the fall of 1970 the student-faculty ratio was 20 to 1 and in the fall of 1971 this increased to 22.4 to 1. When these are compared to the recommended levels of 16 to 1 at the upper

division level and 12 to 1 at the master's degree level, it is easy to see the deficiencies which exist. In order to reduce these student-faculty ratios to an academically respectable level, it is necessary that we begin to add to our faculty immediately as indicated in Number 6 below. We need approximately eleven new faculty members just to catch up with our requirements in the School of Business.

5. Required Resources for Educational Priorities

Management Sciences Program

It is estimated that we will need two additional faculty members in the fall of 1972 and one additional faculty member by the fall of 1974, making a total of three new faculty members in the management science field. Enrollments in this area would be included in our total enrollment projection increases for the period of time. Since our enrollment has been increasing approximately 18 per cent per year, these new faculty members would take care of part of that enrollment increase. It is estimated that we would have approximately forty majors in the management science field by 1975. We will also need additional computer utilization funds to run this program. These costs would be approximately $1, 500 per year. Another $1, 500 will be needed for building up the library holdings in the management science field. These should be the total costs for the program through 1975-76.

Doctoral Program

It is estimated that we will need three full-time faculty members in the fall of 1973-74 with an enrollment of fifteen full-time students. We would add a fourth faculty member in 1974-75 and a fifth in 1975-76 as enrollment increases approximately five students per year. In order to offer an educational program at the doctoral level we will need considerable library resource development funds. Initially in 1973-74 we would need approximately $8,000 with increments of $2,000 each year making a total library need of $12,000 over the three years.

6. Summary of Institutional Plans and Procedures for Program Development

In regards to the adequacy of the present resource base for programs in the School of Business, we would have to summarize them as being highly inadequate as indicated in Section 4. The student-faculty ratios at both the undergraduate and graduate level are much too high to be academically defensible. The summary table on the following page indicates the needs of the School of Business through the academic year of 1975-76. It indicates (1) the undergraduate enrollment for each year, (2) the graduate enrollment for each year, (3) faculty during the current year and needed faculty during each of the future years, and (4) in terms of funding the table indicates faculty salaries and total instructional costs necessary to service the School of Business when based on reasonable student-faculty ratios.

Currently our library holdings are adequate at the undergraduate level, however, we need to build the graduate library not only for an increasing master's candidate load but also to implement the doctoral program in 1973. These funds are estimated above. Facilities and resources are another matter. The School of Business is presently readying a proposal to the J. Graham Brown Foundation which would bring in sufficient funds to build a new building for the School of Business. We are presently housed in one of the oldest and smallest

SCHOOL OF BUSINESS RESOURCE REQUIREMENTS

YEAR	ENROLLMENT (FTE)			FACULTY[2]	PERSONNEL SALARIES	TOTAL INSTRUCTIONAL COSTS[3]
	Undergraduate	Graduate[1]	Total			
1970-71 (actual)	228	131	359	24	$ 341,420	$ 372,680
1971-72 (actual)	278	155	433	25	401,000	466,000
1972-73	333	183	516	37	733,000	878,000
1973-74	400	216	616	44	866,000	1,039,000
1974-75	478	255	733	53	1,000,000	1,209,000
1975-76	574	300	874	63	1,180,000	1,429,000

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[1] Doctoral program planned for introduction in 1973 with fifteen beginning students.

[2] Increase in 1972 reflects "catch-up" in order to bring faculty-student ratios nearer in line with recommended levels.

[3] Does not include capital outlay. Calculated on $4,000 per FTE faculty member and added to faculty salaries.

buildings on campus and will be in dire need of added space within the next year or so. Our enrollment increase has been such that we are now fully utilizing all classroom and office space in Brigman Hall. If funds are not made available from this foundation or some other outside source then it will be necessary to use bonding authority to raise the funds for the new building. The proposal to the Foundation is for a total of 2.6 million dollars for a new building. Some additional funds will be necessary in order to equip the new building in such a way that we will have a modern up-to-date School of Business.

In summary, our current resources are barely adequate to sustain the School of Business in its operation. Our student-faculty ratios are much too high; new faculty must be recruited not only to service increased enrollments in the future, but to bring these student-faculty ratios back into line. We are hopeful that a new building can be funded from outside sources, however, it is imperative that state funds be made available to increase our operating budget to the extent showed in the Resource Requirements Table. As these things are accomplished we will then be able to continue providing the students of the Louisville area and the state of Kentucky with a quality education which has been our goal in the past and will be in the future.

PHASE II

ROLE AND SCOPE STUDY OF PUBLIC HIGHER EDUCATION IN KENTUCKY

SCHOOL OF DENTISTRY

UNIVERSITY OF LOUISVILLE

Office of the Dean

ROLE AND SCOPE STUDY OF HIGHER EDUCATION IN KENTUCKY

HEALTH SCIENCES CENTER

SCHOOL OF DENTISTRY

Introduction

Over the past five years the School of Dentistry has undergone a transition unequalled in its history, and finally, with the occupancy of the new facilities in the Health Sciences Center the endless efforts of construction and curriculum programming have reached maturity. The physical facilities are truly magnificent structures which can accommodate the full scope of predoctoral programs, the depth of which is limited only by available budget and faculty.

In the transition from the "old to the new" an obsolete facility of approximately 20,000 square feet of floor space was vacated and replaced with a modern dental structure totaling in excess of 200,000 square feet. The transition permitted a complete reorganization of the administrative structure placing the School of Dentistry under distinct departmental units. The transition likewise permitted a revision of the curriculum founded on the principle of modern concepts of dental science.

It is significant to recognize, however, that the size of the physical structure of the new School of Dentistry, although determined by curriculum programming, was limited by the availability of the construction budget and by federal restrictions placed on construction for programs not related to the predoctoral curriculum. The exclusion of federal participation in the construction of research facilities, advanced educational facilities and allied health limited the development of these activities in the new School of Dentistry.

The purpose of this report is to project long-range program growth enumerating the components that are essential to fulfillment of program objectives of the curriculum of the School of Dentistry.

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Unit School of Dentistry

FALL TERM ENROLLMENT PROJECTIONS
with consideration given to particular, designated variables

		Actual Enrollment	Estimated from partial enrollment data	Projections			
		1970-71	1971-72	1972-73	1973-74	1974-75	1975-76
wer Division	Headcount	62	72	90	100	140	140
	F.T.E.						
pper Division	Headcount						
	F.T.E.						
duate	Headcount	6	6	14	22	24	30
	F.T.E.						
fessional	Headcount	259	271	314	324	334	344
	F.T.E.						

Certificate Program (1 year)

Dental Assistants	32	32	32
Dental Technicians		8	8

II. Present Educational Program Structure

A. Program Reorganization and/or Expansion

1. Predoctoral Education Program in the Dental Sciences

The major thrust of curriculum development to date at the School of Dentistry has been at the predoctoral level. The curriculum revision is founded on the philosophy of developing biologically oriented, technically competent health professionals who are capable of serving society as members of a comprehensive health team. This philosophy is in contrast to the curricula of first generation dental schools whose primary concern was to develop highly skilled technicians and to maintain the autonomy of dentistry.

The curriculum revision was initiated with the full implementation of the reorganization of the departmental structure in September 1970. The departmental structure has been upgraded from four parent departments to ten. An extensive recruitment program has been successful in developing the faculty framework required to implement the reorganized departmental structure. Current faculty strength provides a minimal teaching core in each of the major curriculum areas; however, some departments still labor with a mere skeleton faculty structure. Most departments have competent faculty depth to the level of two full-time faculty members, and in some instances a third full-time staff member, but beyond this depth the teaching programs are grossly fragmented and extremely weak.

Continued development of the basic "core curriculum" of the predoctoral programs is essential if the educational objectives of the School of Dentistry are to be accomplished. However, program development cannot proceed without a substantial increase in faculty strength.

2. Predoctoral Education Program in the Biological Health Sciences

The University of Louisville School of Dentistry, like so many other dental schools, has in the past years not spoken clearly to the purpose of the biological sciences in the dental curriculum and as a result the administrative control, financial support, course content and overall quality and direction of the program has been less than adequate.

Historically, all basic sciences courses at the University of Louisville were based in the School of Medicine and were the responsibility of the medical school dean. A budget of $32,028, developed in 1948, is charged to the budget of the School of Dentistry for the educational program in biological sciences for dental students.

Needless to say, the direction and quality of the basic science program for dental students could not improve under the financial strains of the available budget and the lack of administrative control by the dental dean. While the limited budget was a significant factor, more important perhaps was undefined educational objectives, attitude as to the significance of basic sciences in dentistry, and lack of administrative direction on the part of the dental school administration. Unfortunately, and too frequently, the basic science curriculum in dentistry was referred to by both medical and dental faculty as a stumbling block to clinical dentistry.

The initial Special Improvement Grant application proposed a four point program for the development and expansion of the basic science curriculum for dental students which has been implemented as follows:

a. A committee on Biological Sciences Education has been formed to coordinate, expand and strengthen the basic science curriculum for dental students.

b. The Committee consists of coordinators representing each of the biological science disciplines and the Chairman of the Dental Sciences Curriculum Committee. The coordinators were appointed by the biological sciences departmental chairmen in consultation with the Dean of the School of Dentistry. The appointed faculty hold joint appointments in both the medical and dental schools but have their principal appointment in the School of Dentistry and are responsible to the dental dean.

c. A dental budget for the teaching of biological sciences to dental students has been developed. The biological science positions budgeted for dental teaching are carried as line items in the dental budget and are administered by the Dean of the School of Dentistry. The mechanism of budgeting provides the dental dean appropriate administrative control of the biological sciences curriculum for dental students.

   A change in administration at the School of Medicine has recently permitted the development of the concept of a Health Sciences Center. This concept has greatly strengthened the lines of communication between the two health professions. The governing body of the Health Sciences Center is the Shared Facilities Board, composed of the Vice President for Academic Affairs and the Dean of the Schools of Medicine and Dentistry. The Biological Sciences Chairmen are equally responsible to both deans. Thus, excellent working relationships have been established at all levels.

   Other examples of strong lines of cooperative programming are the combined D.M.D. - M.S. degree program for gifted predoctoral students and summer research scholarships in the biological sciences offered to dental students.

3. Programs in Advanced Education

a. The Graduate Program

Under the auspices of the Graduate School, the Department of Oral Biology of the School of Dentistry offers to qualified applicants programs of study leading to the Master of Science degree. Oral Biology reflects a new area of dental interest that encompasses an in-depth study of the oral and para-oral tissues, both in the normal and pathological states. A major thrust of the program is to develop a comprehensive understanding of the biological sciences as applied to functional characteristics and disease entities common to the oral cavity and associated structures. Advanced educational programs in related clinical areas (e.g. oral surger, oral medicine, radiology, restorative dentistry, etc.) may be combined with the degree program.

The Oral Biology Department, functioning as the common graduate department for all disciplines of the School of Dentistry, affords several advantages. It permits considerable flexibility in programming for the individual student; it allows the student to identify with a "family" of mentors as well as with an individual, primary perceptor; and it constantly draws the student's attention to scientific advances in related disciplines beyond the narrow field of his primary, major interest. These influences may be expected to broaden the student's perspective, assist him in evaluating and interpreting his own findings, extend the range of his vision in the selection of avenues for further research, and prepare him to teach others effectively and imbue them with the same multidisciplinary breadth of view.

The thrust of the Graduate Program is toward producing dental scholars who will play significant roles in research and education and will enhance the development of the academic biomedical community in the immediate future.

b. The Clinical Specialty Programs

Currently, the oral surgery residency program is the only clinical specialty program offered by the School of Dentistry. Facilities, staff and budget have curtailed this activity; however, all departments plan to develop programs within the projected five-year period.

Emphasis will be directed toward qualifying the student for a clinical specialty. Although students will have the opportunity of pursuing a degree in oral biology or one of the biological sciences, it is not intended to offer graduate degree programs in the clinical sciences per se. The purpose of the clinical specialty programs is to prepare the student for a role in academic dentistry--research, teaching, or administration--while he develops his qualifications in a recognized specialty of dentistry. Interns and residents may be enrolled as Clinical Specialty students.

Candidates who have achieved the degree of Doctor of Dental Medicine, or its equivalent, and who show potential for teaching and research, will be admitted to advanced programs in the clinical fields. Clinical specialty students will follow a core course in the biological sciences integrated with the clinical years of specialty training. It is estimated that most of these programs will be two to three years' duration with major emphasis on clinical judgement and skill, and with strong orientation in the scientific basis of dental practice. A certificate will be awarded on completion of the specialty program. Certain students, however, may attain an advanced academic degree, with a major in a selected non-clinical area of study on completion of the educational and research requirements of the Graduate School.

c. The Continuing Education Program

Numerous continuing education courses have been offered by the School of Dentistry over the past five years, but it has only been within the past year that adequate facilities were available to accommodate a program. Prior to the occupancy of the new facility, a continuing education course was offered at the expense of the undergraduate program, both in terms of faculty and facilities.

With unlimited space and facilities in the Health Sciences Center it is essential that the pace of the continuing education programs be rapidly hastened and upgraded.

4. The Research Program

The School of Dentistry has no formal organizational structure for research. It is anticipated that the base for research will be centered in the developing Department of Oral Biology, however, departmental research efforts will develop in the respective departments.

The limited research facilities in the School of Dentistry are closely allied to the clinical units, and have been designed as applied or clinical research facilities. Clinical faculty and pre-doctoral dental students will utilize these laboratories. Budget limitations and restrictions on federal participation in research construction under H.P.E.A. precluded the allocation of space for biological research in the School of Dentistry.

The major dental research unit will continue to be housed in the Medical-Dental Research Building. Here the more sophisticated basic research will be located. This atmosphere is more conducive to basic research because of the proximity to co-workers in the biological health sciences, support equipment, and animal quarters. The existing dental research space in the Medical-Dental Research Building is approximately 3,500 square feet. Projections for 1975 include 5,000 square feet of space for 1972-73 and 20,000 square feet by 1975-76. However, it is unlikely that reapportionment of space in the Medical-Dental Research Building will accommodate the requests for unmet research needs in the Health Sciences Center. Additional facilities will undoubtedly have to be provided for expanding research programs.

5. Program in Dental Hygiene

The University of Louisville School of Dentistry has offered both the certificate and the baccalaureate degree program in dental hygiene since 1962. This program was initiated to meet the critical need for dental auxiliaries in the Commonwealth.

The program in dental hygiene has increased its entering class size from 32 students to 40 in 1971, listing a total enrollment of 70 students. The enrollment in 1972 will increase progressively to 80 students.

This program has provided essentially all of the dental hygienists practicing in the Commonwealth of Kentucky.

6. Programs in Dental Assisting and Laboratory Technology

The School of Dentistry will participate in training programs for Dental Assistants and Dental Laboratory Technicians. At this writing, it has not been determined whether candidates enrolled in these auxiliary programs will be registered as University of Louisville students or as students of other institutions such as junior or community colleges. It is anticipated, however, that the School of Dentistry will establish the education standards for these programs and will maintain significant if not primary supervision of them.

Students of dentistry and the allied health professions develop a much better mutual understanding of professional capacities and responsibilities when the training programs of ancillary personnel are conducted in conjunction with the predoctoral program in dental school. The atmosphere of professional teamwork, cultivated during their final year, continues after graduation. It is hoped that, during their final year, the students of dental assisting and technology who are enrolled in affiliated programs, therefore, will also receive clinical experience in the facilities of the School of Dentistry, insofar as possible, and will work with predoctoral and dental hygiene students in community clinics as well, to strengthen identification of all members of the dental health team: dentist, dental hygienist, dental assistant, and dental laboratory technician.

III. Criteria Used to Assess Present Educational Programs and Decisions to Alter Programs

A. Statement of Educational Objectives

Although it may be superfluous, it would appear that a statement of educational objectives should preclude a projection of program development. Thus, the following objectives of the School of Dentistry are included:

- i. To educate dental students and allied health personnel essential to the oral health needs of the community and the nation.
- ii. To provide an oral health service in the context of total health care by coordination of programs with other health professionals in the Health Sciences Center.
- iii. To develop an interrelationship of the biological and clinical sciences that will add depth to the understanding of disease processes.
- iv. To encourage and promote research and experimentation in the clinical areas, as well as in the laboratory.
- v. To create an environment for advanced education: continuing education, post-graduate education, and graduate education.

1. Predoctoral Education Programs in the Dental Sciences

The administration of the School of Dentistry was unofficially informed by the Council on Dental Education in 1961 that the accreditation status of the dental school was in serious jeopardy and that a substantial improvement of physical facilities and increased faculty strength was essential to expand and strengthen the undergraduate curriculum.

The programming for a new School of Dentistry was initiated in 1961 with a stepwise reorganization of the departmental structure and revision of the educational format of the curriculum. A construction grant was awarded to the University of Louisville in 1966 and the new School of Dentistry was occupied in August 1970.

During the same period the faculty was increased from 16.0 FTE to 72.2 FTE. The Council on Dental Education, in a reevaluation report in 1970, acknowledged the development programs of the School of Dentistry and announced continued full-approval status.

The University of Louisville School of Dentistry has contributed to the local, state and national health manpower pool of health professionals for some 80 years.

The School of Dentistry has educated more than 90% of the dentists practicing in the State of Kentucky and essentially all of the dental hygienists practicing in the state. The School contributes to the continuing education of dental practitioners in the state and conducts a multiplicity of service programs to the people of the Commonwealth.

At a time of critical health manpower shortage it is significant that the University of Louisville not only continues to educate health professionals but that the quality of its educational programs has been substantially improved and its scope of health education productivity broadened.

2. Predoctoral Education Program in the Biological Health Sciences

Consistent with the philosophy of the new curriculum, focus is centered on developing students who will be "biologically informed--technically competent and socially aware." One of the five stated objectives of the curriculum is "to develop an interrelationship of the biological and clinical sciences that will add to the understanding of disease processes."

In support of the concept of a biologically oriented dental curriculum, a program to expand and strengthen the curriculum in the biological health sciences for dental students was initiated with the funding of a Special Educational Improvement Grant in 1968-69. Documented in the accreditation report of the Council on Dental Education dated January 1966 is the reference that "...the committee believes that the greatest financial need of the dental school is increased support to the basic science program." It states further that "...the present budget for this purpose appears totally inadequate to support a substantial and meaningful basic science program as is now required for the education of dental students," and that "...it is imperative that the dental Dean administer that portion of the basic science budget allocated to dentistry."

The relatively short period of affiliated programs has already altered the preconceived concepts of basic science education for dental students. The theme of applied biological sciences is now maturing. Further intercourse between clinical faculty and basic science faculty will undoubtedly alter course content and curricular patterns in the direction of clinical correlation.

3. Programs in Advanced Education

a. The Graduate Program

The School of Dentistry since its existence has devoted all of its resources to its undergraduate curriculum. Faculty efforts, space and budget were limited without exception to undergraduate education.

With the changing philosophy of dental education and a new curriculum a Division of Advanced Education was included in the table of organization of the School of Dentistry. The Department of Oral Biology was established and identified as the advanced degree granting unit for the dental school. While most clinical departments will offer specialty training programs for which certificates are awarded, the only advanced degree offered by the School of Dentistry through the Graduate School of the University is the M.S. in Oral Biology.

The Oral Biology Department will provide the core of correlated biological sciences for the clinical specialty programs, the research nucleus for the dental school and the stimulus for advanced education. Two combined degree (D.M.D.-M.S.) predoctoral students are already enrolled in the program and limited funds have curtailed other interested students. Likewise, through the department, a course in correlated clinical sciences has been developed for the predoctoral curriculum and for the specialty training program in oral surgery.

b. The Clinical Specialty Programs

As stated previously, staff, facilities and budget curtailed the development of clinical specialty programs in dentistry. These programs are an essential part of the curriculum of the School of Dentistry and are spoken to as educational objectives ii and v, page 12 .

Justification for the development of advanced educational programs in the clinical specialties of dentistry is twofold:

(1) The educational institution has a commitment to the state and the nation to provide health professionals with specialty training in the recognized specialties of dentistry.

(2) Specialty training programs in an educational institution provides an atmosphere that will stimulate undergraudate students and faculty to work at full potential.

c. The Continuing Education Program

The University of Louisville School of Dentistry recognizes its responsibility in keeping the practitioners of the health professions informed of advances in dental practice, research, community health, and the changing patterns of the delivery of health care.

It is anticipated that a schedule of continuing education courses will cover the entire spectrum of dental practice and that courses will be offered continuously throughout the calendar year. Although the length of the courses will vary, most courses will be of one or two day's duration.

Education objective v, page 12 notes the priority established for continuing education in the School of Dentistry.

4. The Research Program

The School of Dentistry commits itself to the philosophy that research is an integral part of its academic program. The faculty believes that the unknown factors in the biological and physical sciences offer challenges that result in academic and professional excellence. Thus, if service is the product of the dental profession, it can only excel in this function if it is constructed on a solid foundation of academic and research profoundness Accordingly, strong programs of research will be developed by each department and division of the School, and collaborative activity will be encouraged within the Health Sciences Center and with other agencies in the community insofar as time, space and funding permit.

Education objective iv, page 12 notes the essentiality of research in the School of Dentistry.

5. Program in Dental Hygiene

On occupancy of the new School of Dentistry the expanded physical facilities permitted a substantial increase in the entering class in dental hygiene. The increased enrollment was based on the critical need for dental manpower and auxiliary personnel, both at the state and national levels, and the availability of an abundance of qualified applicants.

6. Programs in Dental Assisting and Laboratory Technology

The training of a significant number of dental auxiliaries as adjunct personnel to the dental team is perhaps more effective in meeting the health manpower problem than the current effort at graduating more doctors. The concept of "four-handed dentistry" and utilization of "expanded functions" auxiliaries has come to the foreground of the practice of dentistry and the core of the philosophy of dental education. It follows logically that dental education must direct their attention immediately to the development of training programs for dental assistants.

Educational objective i page 12 , notes the significance of the dental auxiliary training program.

IV. Program Priorities for Next Four Fiscal Years

1. Predoctoral Education Program in the Dental Sciences

The administration of the School of Dentistry has given highest priority to continued development of the predoctoral education program in the dental sciences. The administration recognized that the strength of the institution lies in the basic undergraduate curriculum. While the new curriculum has been implemented, it is in its infancy and substantial expansion of the recently formed departments and sections is essential to fulfill the educational objectives of the School.

The projected time-table for full implementation of the predoctoral curriculum is fiscal year 1975-76. By this time faculty strength should reach an acceptable faculty/student ratio whereby the full scope of curriculum activities will mature.

2. Predoctoral Education Program in the Biological Health Sciences

The administration of the School of Dentistry assigns a priority equal to that of the Program in the Dental Sciences since together they constitute the predoctoral curriculum in dental education. What has been said relevant to the Dental Sciences can be repeated for the Biological Sciences.

3. Programs in Advanced Education

a. The Graduate Program

While the financial resources of the School of Dentistry have been focused on the development of the undergraduate curriculum, advancement of the curriculum must be in the direction of advanced education programs. There is much to be said for an interaction of undergraduate and advanced education. They complement each other, presenting elements of inspiration toward higher levels of education to the predoctoral student and strengthening of the predoctoral curriculum by the influence of graduate level education and research.

Predoctoral educational programs without the stimulation and challenges of postdoctoral educational programs soon become stagnant and of inferior quality..

b. The Specialty Programs

The two clinical specialty programs that are in the final development phase are orthodontics and prosthodontics. The Department of Orthodontics plans to enroll6 advanced education students July 1972 and the Department of Prosthodontics plans to enroll 2 Prosthodontics students in July 1973.

As indicated in the narrative of 3.(a) above focus has been on the undergraduate curriculum. The momentum of the undergraduate program will only continue if advanced educational programs (specialty programs) are promptly phased into the curriculum.

c. The Continuing Education Program

The School of Dentistry has given highest priority to an aggressive continuing education program. The four-year projection includes an amalgamation of both the medical and dental Committees to form a Health Sciences Center approach to continuing education.

4. The Research Program

The thrust of the research program will proceed as rapidly as funds become available. However, in view of the critical financial straits of the School of Dentistry programs having highest priorities are the continued development of the "basic" predoctoral curriculum and clinical specialty programs. These programs will be recognized before major commitments of personnel and support facilities can be made to research programs.

5. Program in Dental Hygiene

The expansion program in dental hygiene was initiated in 1971 and will increase progressively through 1973 reaching a total enrollment of 80 dental hygienists. While the dental hygiene program has a relatively low priority for expansion beyond 80 students, facilities are available to increase the enrollment to 100 students.

6. Program in Dental Assisting and Laboratory Technology

The momentum in dental auxiliary education was initiated with federal grant support. These programs are significant in helping to meet the health manpower need, however, program priorities continue to be focused at development of the undergraduate curriculum and advanced educational programs.

V. Resources Required to Support Educational Program Expansions

A. Faculty Required by Program

1. Predoctoral Education Program in the Dental Sciences

Having formed the faculty core in each of the major disciplines of the curriculum, depth of faculty staffing is now essential to further development of the educational programs. As stated previously, most major departments have competent faculty depths to the level of two faculty members and in some instances a third full-time staff member, but beyond this depth the teaching programs are grossly fragmented and extremely weak. The current faculty/student ratio is extremely high with most clinical faculty still carrying student-contact assignments requiring 70% of a normal work week. A two-faculty member department might function during the excitement of reorganization and with the stimulus of new facilities; however, the reality of preclinical, clinical, and lecture assignments for four levels of predoctoral students will soon tarnish the luster of a new school. Equally important is the lack of faculty time for committee meetings, self-study and research.

Table I, page 287 documents the current administrative and clinical faculty strength as budgeted in the 1971-72 budget. The academic core of 60 FTE faculty is substantially less than minimal staff required to conduct the undergraduate educational programs of the School of Dentistry.

Table II, page 288, reveals the four-year projected departmental dental science personnel requirement. It is quite obvious from the first year of experience that the 60 FTE clinical faculty core cannot advance the program efforts beyond the current level. The increased faculty strength is projected on the basis of program development. The revised curriculum introduced a 10-department organizational structure with 5 specialty sections and utilizes a self-contained 18 student pre-clinical laboratory and a 12-cubicle clinical operatory as the module for instruction. While departmental reorganization and "unit teaching modules" greatly strengthen the quality of the educational program, the staffing requirement is proportionally increased.

If the new curriculum is to reach maturity and attain a level of excellence, the addition of 35 FTE clinical faculty must complement the current core of faculty. The 35 FTE faculty are distributed across the ten-department organizational structure and will be phased in over the four-year development period

It should be noted, however, that departmental strength cannot be measured by FTE faculty alone, faculty efforts to be effective in the health professions must be supported by non-academic personnel. Clinical assistants, technicians, nurses, clerks, and competent secretarial personnel are essential to the

the health team. The non-academic personnel staff was substantially increased with the occupancy of the new facility and the development of the new departmental structure. Table IV, page 290, indicates the distribution of new non-academic support personnel and Table III, page 289, documents the projected four-year non-academic personnel requirement essential to the development of the pre-doctoral curriculum. It is noted that a substantial increase in dental assistants is projected. The utilization of auxiliary personnel is consistent with the revised curriculum, thereby, releasing the dentist of all tasks that can be delegated to technical assistants. The team concept of health care is evident in all aspects of the educational program.

2 Predoctoral Education Program in the Biological Health Sciences

On occupancy of the new facilities the "Unit laboratory concept of teaching was introduced. The physical structure provides ten (16 student position) unit laboratories for the teaching of the biological sciences courses. Faculty strength in the six biological sciences departments is 12.2 FTE. The staffing pattern, therefore, is 2 faculty per department covering 5 unit laboratories (80 students) or a faculty student ratio of 1:40. The configuration of the laboratory is such that the faculty unit laboratories ratio of 1:1 is required, this is the equivalent of a faculty/student ratio of 1:16.

To develop the 1:1 faculty/unit laboratory (16 students) ratio it is essential that 18 new faculty members be recruited. These positions are requested in a three-year phasing program; 6 positions in 1972, 6 in 1973 and 6 in 1974. (See Table V, page 42 .)

It is essential that the faculty staffing pattern in the biological health sciences continue to develop, otherwise, the successful development of the biological sciences core in dentistry will collapse to the deplorable position experienced prior to 1968. Quite probably the school cannot remain accredited under these conditions.

3. Programs in Advanced Education

a. The Graduate Program

The Department of Oral Biology currently is an appendage of the Department of Oral Pathology. Because of limited funds it continues to draw its staff and operational support from the Department of Oral Pathology. The current staff is limited to 1 FTE faculty member. Table V page 42 , indicates the projected faculty strength of 6 FTE by 1975.

b. The Clinical Specialty Program

The orthodontic and the prosthodontic programs projected as new specialty programs are expansion programs of the respective parent departments. These programs will draw both faculty and support resources from the departments. No new faculty will be recruited specifically for the clinical specialty programs; departmental faculty will have participation in both undergraduate and specialty training programs.

(1) Orthodontic Personnel

The expansion budget projection will add one new full time faculty member to the department July 1, 1972. The department currently has 2.5 FTE. A total of 3.5 FTE will be sufficient faculty to develop a satisfactory faculty/student ratio for both the undergraduate and clinical specialty programs through 1973. One additional faculty member is requested in the 1973-74 budget.

(2) Prosthodontic Personnel

The expansion budget projection will add 1 FTE to the department July 1, 1972. The department currently has 6.5 FTE. One additional faculty member will provide an adequate faculty/student ratio for both the undergraduate and clinical specialty programs through 1973. One additional faculty member is requested in the 1973-74 budget.

It is essential that two laboratory technicians, one in prosthodontics and one in orthodontics, and a dental assistant be added as support staff to the respective departments. The dental assistants are budgeted at $5,000 and the laboratory technicians at $8,000.

(3) General Services

The clinical specialty programs will continue to requisition supplies through the general clinics. The general clinic budget is grossly inadequate and must be augmented in order to accept expansion programs or new programs. The expansion budget includes a line item request of $2,000 per specialty program for capital outlay. It is anticipated that the consumable supply expense will be offset by clinic income.

c. The Continuing Education Program

The School of Dentistry has no budget for a program in Continuing Education. The current program is operated on a self-supporting basis, funds generated by participants tuition are used to defray expenses for the next course.

The Continuing Education program cannot progress on this financial base since the scope of the programming is restricted. For instance, the tuition fee must always be high enough to cover expenses of the course; this limits the availability of clinicians as well as discourages participants if the tuition fee is too high.

(1) Personnel

The Continuing Education program at the School of Dentistry is currently being directed by the Chairman of the Admissions Committee. The director is also Chairman of the Department of Prosthodontics and is a full professor.

Much of the programming can be done by a non-professional, thus freeing the faculty member for responsibilities requiring his expertise. The expansion budget request includes a position for a production director at $12,000. The director will require a skilled technician for both the preparation of audio-visual materials as well as technical assistance in the presentation of programs. A line item of $8,000 is included for this position.

Additional technical assistance will be provided by the audio-visual section of the dental school and the Health Sciences Television Center.

(2) General Expense

Of even greater significance is the lack of teaching media for faculty presentation of continuing education courses. Funds are urgently needed to initiate a multi-media educational resource library. Audio-visual aids and other teaching materials are deplorably deficient in the Health Sciences Center. Likewise, funds are not available to purchase material and equipment to produce essential audio-visual resources.

An expansion budget of $5,000 in supplies and expense for 1972-73 and $7,000 for 1973-74 is essential. These expenditures will include expendable audio-visual resource material such as film, tape, cartridges, developing materials and illustration supplies.

4. The Research Program

As stated in the objectives of the educational institution, the dental school is committed to an active program of research, However, a budget does not exist at the administrative level or at the departmental level. The only research funds available to the

School of Dentistry are through the General Research Support Grant, totaling approximately $19,000. Approximately $10,000 is committed to student research scholarships. The remaining $9,000 is distributed to a faculty of 72.2 FTE requesting initial support of pilot projects.

An expansion budget is necessary to identify a development budget administered by the Dean that will be used to promote department-wide research activities. Faculty requests for pilot project support will be reviewed by a Research Committee and worthwhile projects will be funded within the scope of the budget.

It is anticipated that once a research base is established at the respective departmental levels central administrative allocation of funds will not be necessary.

a. Personnel

The initiation of research programs requires more than a competent investigator. It requires competent technological support and basic supplies and equipment.

The expansion budget requests two positions for laboratory technicians. These support personnel are already needed by recently recruited Ph.D.s and will obviously have to be shared by new Ph.D.s until grant bases have been established.

b. General Expenses

The School of Dentistry has a nucleus of major research equipment items purchased through the construction grant. This equipment is in a pool of equipment available to any researcher whenever sharing is possible. The expansion budget request includes a line item of $5,000 in 1972-73 and $7,000 in 1973-74 for capital outlay equipment. These equipment purchases will include the multiplicity of minor equipment items that are essential to a student or faculty project that are not considered expendable items.

The expendable line item budget of $10,000 is needed for 1972-73 and $15,000 for 1973-74. This budget combined with the anticipated $9,000 in the G.R.S. Grant will be the source of student and faculty project support. Much has been accomplished with the very limited grant support currently available--the continued development and phasing of research into the curriculum of the School of Dentistry will depend upon the availability of "seed" money as new faculty are brought aboard and as new programs develop.

5. Program in Dental Hygiene

One new 0.75 FTE hygiene instructor was added to the staff in 1971, funded on an Allied Health Professions Grant. The current faculty strength includes 2 FTE dental faculty and 1.75 FTE dental hygiene faculty. It is imperative that the grant position be transferred to the University funding and that 2 FTE dental hygiene instructors be added to the faculty.

This request for additional faculty non-academic staff should be considered a contractual obligation with the federal government since an assurance was signed by the University stating that the University would provide the necessary operating funds to support the educational programs for which the facility was constructed. Likewise, this request should be given highest priority in the coninuation budget.

The dental hygiene general expense budget for 1971-72 is $4,500, $3,000 is budgeted for supplies and educational materials and $1,500 in travel. This budget is grossly inadequate to accommodate the full increased enrollment in 1972-73 of 42 students. The supply and educational materials budget must be increased to meet the needs of the educational program. Likewise the travel and capital outlay budget must be increased if the objectives of the program are to be accomplished.

6. Programs in Dental Assisting and Laboratory Technology

The University of Louisville School of Dentistry was awarded a grant of $230,000 for a two-year period to develop an expanded functions instructional program developing the dental team concept. The thrust of the program is to teach the team concept of dental practice to dental students. The program is in its first year of operation and has a good base of dental assistant instructors. The program will reach its final phase of instruction in 1972-73.

This new program request will provide a development budget to initiate a training program in dental assisting (Expanded Functions) in July 1972. A class of 16 students will be accepted as an experimental group to develop a format for the instructional program. It is anticipated that a class of 32 students will be enrolled in the fall of 1973.

a. Personnel

A course director will be recruited during the current year to develop the curriculum format.

The core of the instructional staff will be recruited from the second class of dental assistants completing the instructors course in expanded functions this summer. The girls selected must possess superior qualities of clinical competence and have an aptitude for instruction. Three clinical instructors will be recruited July 1, 1972 at an annual salary of $6,000. And three additional instructors will be employed July 1, 1973 when the class of students will be doubled.

b. General Expenses

The expansion budget includes an expendable item budget of $4,800 and an education resource line of $1,000. The capital outlay request is estimated at $300 per student. These purchases are essential and will provide the first class the necessary hardware in the laboratory and the clinic essential to their course work. These equipment items will not be requested in future years.

It is anticipated that a tuition fee will eventually defray approximately 50% of the cost of the program.

B. Enrollment by Program for Four-Year Period

The current and projected enrollment by program is listed on Table VI page 292.

C. Additional Space and Equipment for Four-Year Period

None required.

D. LIbrary Resources Required for Four-Year Period

Projected in Health Sciences Library Survey.

E. Estimated Start-Up Costs for New Programs

No new programs projected.

F. Estimate of Budgetary Support for Increased Faculty and Operational Expense Incurred in Occupying New Facilities and Accommodating Increased Enrollment

The University of Louisville School of Dentistry requests additional budgetary support for the increased faculty and operational expenses incurred in occupying the new facilities and accommodating the increased enrollment.

The transition for the "old" to the "new" facility represents an increase of floor space from 20,000 square feet to 200,000 square feet, the expansion of the departmental structure from four to ten departments, and an increase of 12 dental students and 20 dental hygiene students.

1. Enrollment Increase and Faculty staffing Patterns

The acceptance of federal funds to construct a new School of Dentistry committed the University to an enrollment increase of 12 dental students. The increased dental student class size was admitted in 1970 and 1971 and was accommodated without great difficulties. However, the increased enrollment will reach the clinic level in 1972-73 and major adjustments in staffing patterns, particularly in the two-faculty member departmental sections, will have to be made to accommodate the increased clinic load.

The current faculty strength is listed as 60 FTE administrative and clinical faculty, and an additional 12.2 FTE are in the biological sciences departments. It would be inappropriate to add significance to the faculty/student ratio since the 56 clinical faculty are distributed across 10 departments with most departments having didactic and clinical responsibility in all four years of the curriculum. The Department of Periodontics for instance has two full-time faculty members who conduct 6 full semester lecture courses per academic year and staff 6 hour clinic sessions daily. Their actual student/contact time is 30 hours of a normal 40 hour work week.

Although the above example cited is one of the most effective departments in the school, faculty/student contact must be reduced by recruiting new faculty if programs of excellence are to be achieved. Faculty need time for independent study, research, administrative responsibilities and clinical practice. To date, budgetary restrictions preclude these faculty privileges.

Seventy percent of the current 60 FTE clinical faculty are supported on federal grants. While these positions are funded on "soft money" they represent the hard core of the faculty structure. This core is greatly underdeveloped and must be added to in depth to meet the commitments of the current educational programs.

The added 12 student increase in the clinical years further complicates the faculty/student ratio. It is anticipated that one new faculty member must be added to each department to accommodate an additional student patient load in the out-patient clinics. These faculty will be recruited at the associate professor level with a prerequisite of considerable background in both academic and clinical teaching experience. They must be brought on the scene immediately to further develop the expansion programs of the departments.

2. Enrollment Increase and Non-Academic Staffing Patterns

Faculty support without non-academic clinic staff would not further the clinical departmental programs. The treatment areas in the new school number 230 as compared to 96 in the old facility. While the new clinical areas are fully equipped to accommodate "sit down"-"four-handed" dentistry, which was adopted as a departmental-wide curriculum concept by the faculty, the budget does not provide more than 1-2 dental assistants per 12 treatment areas. This means that the student who must operate without an assistant must revert back to the archaic stand-up concept of clinical practice. The limitations of the educational program then becomes obvious--"teach one concept and practice another."

Twelve new dental assistants are needed to establish a 4:12 ratio of dental assistants to operating cubicles. While the ratio should be 12:12 the addition of 2 assistants to each clinical area will greatly strengthen the teaching program and accommodate the increased enrollment.

3. Enrollment Increase in Dental Hygiene and Staffing Patterns

The curriculum in dental hygiene has increased its entering class size from 32 to 40 students in 1971, listing a total of 70 students. The enrollment in 1972 will increase progressively to a total of 80 students. One new 0.75 FTE hygiene instructor was added to the staff in 1971, funded on an Allied Health Professions Grant. The current faculty strength includes 2 FTE dental faculty and 1.75 FTE dental hygiene faculty. It is imperative that the grant position be transferred to University funding and that 2 FTE dental hygiene instructors be added to the faculty.

This request for additional faculty non-academic staff should be considered a contractual obligation with the federal government since an assurance was signed by the University stating that the University would provide the necessary operating funds to support the educational programs for which the facility was constructed. Likewise this request should be given highest priority in the continuation budget.

4. Increase Operation of New Facilities

The School of Dentistry historically has labored with a grossly inadequate general expense budget. The limited funds dictate that the dean retain all general expense funds in an administrative budget and screen all departmental requests for purchases personally rather than allocated departmental budgets.

A ten year (1961-1971) analysis of the general expense budget from University sources indicates that it has increased from $30,156 to $137,906 (exclusive of S.S. and fringe benefits). Of even more significance is the token increase of $13,137 that was available for occupancy of the new facility in 1970-71 and a budget increase of $946 for 1971-72. In actuality the 1971-72 general expense budget carries a deficit of $18,145 over the previous year since a telephone charge of $28,045 was added to the budget without a budget increase. The deficit was covered by transfer of funds from a faculty position to the expense budget and a reduction in the Instructional Expense Budget for teaching materials.

The general expense budget funded from University sources is as follows:

Administrative (400)	$ 71,145
Clinic (402)	38,000
Biological Sc. (405)	6,000
Dental Hygiene (406)	4,500
All Clinical Departments (410)	26,700
Total Dental School General Expsnse Budget	$ 146,345

Administrative Expenses (400)

It is essential to the continued operation of the administrative offices that the administrative expense budget be increased by $29,000. Increases are requested in the following categories:

Printing	$ 3,500
Postage	500
Stockroom Supplies	2,000
Telephones	20,000
Contractual Services	3,000
	$ 29,000

These increased expenses occurred with the occupancy of the new facility. The printing of the dental catalogue alone has exceeded the the line item budget for administrative printing expenses by $1,400. Funds are not available to provide the assortment of new printed materials common to the occupancy of the new building.

The maintenance materials for three technicians and two engineers are requisitioned through the stockroom. While maintenance should be at a minimum, the preventive maintenance program on 2 million dollars of fixed and moveable equipment requires a budget for materials not currently provided.

The telephone charges for the new installation exceed the budget figure by $19,045. The figure was added to the administrative budget by deleting a faculty position and decreasing the 410 budget (departmental educational supplies) by $8,000. Both of these lines should be re-established and new funds should be used to adequately budget the increased telephone expenditure.

The contractual increase of $2,000 is requested to cover the expenditure for Xerox services beyond the budget figure. This machine is in constant use as all faculty and administrative materials are processed in the business office of the School of Dentistry.

Dental Clinic (402)

The clinical treatment areas of the dental school have increased from 96 cubicles in the old school to 230 in the new, but the operating budget remained the same. Clinic expenditures exclusive of personnel are approximately $90,000 annually. This figure will undoubtedly be increased by $18,000 with the full implementation of new programs and with the increased student enrollment. The projected budget of $108,000 exceeds the current budget by $70,000 and should be a line item commitment in support of the educational and patient care programs. In previous years the deficit was covered with the clinic income. The mental gymnastics required to balance expenditures with income and to adjust fees accordingly is quite frustrating and should not be necessary.

This budget increase considers the $70,000 clinic expenditure a patient care obligation which should be shown as a line item in the budget.

Dental Hygiene (406)

The dental hygiene general expense budget for 1971-72 is $4,500, $3,000 is budgeted for supplies and educational materials and $1,500 in travel. This budget is grossly inadequate to accommodate the full increased enrollment in 1972-73 of 42 students. A request is submitted to increase the supply and educational matierals budget to $7,000 and the travel budget to $2,000. A new line for capital outlay is requested at $1,000.

The dental hygiene program in the old dental school had no clinical cubicles. The new facilities provide 21 treatment areas, a laboratory and conference rooms and a lecture room. The occupancy of these facilities alone justify an increase in operating expenses.

Instructional budget (410)

As discussed previously the ten departments in the School of Dentistry have no individual budgets, general expense requisitions are charged to the Instructional Supply and Expense Budget (410).

The 410 Account was increased by $153 in 1970-71 to a total budget of $35,200. In the 1971-72 budget the 410 Account was decreased by $8,000 which was transferred to the 400 Account to defray the increased cost of the telephone system in the new building.

This budget was obviously supplemented with available funds from the Educational Improvement Grants. It would be absurd to assume that 10 departments with 60 FTE faculty can support the complexity of educational programs on a supply and expense budget of $7,700. (The remaining $19,000 is in travel, capital outlay and computer expenses).

This budget must be substantially increased to provide the educational resource materials essential to the developing curriculum.

The $8,000 removed from the supply category must be restored and an additional $5,000 added to both the supply category and the travel budget. On recruitment, each faculty member was assured that he would be reimbursed for expenses to one national meeting annually. At current faculty strength this estimate approaches $15,000. The line item budget for faculty travel is $8,500, an additional $5,000 approaches a realistic budget.

The increased Instructional Budget requested is readily justified on the increased faculty recruited to accommodate the progressively increased enrollment from 1970-1974.

UNIVERSITY OF LOUISVILLE

1972-74 BIENNIAL FORECAST

PROGRAM BUDGET-SUMMARY

College, School or Division UNIVERSITY OF LOUISVILLE SCHOOL OF DENTISTRY

Dept. No.________ Department Name________

Check One: ☒ Fixed-Legislative or Contractual Obligation(A) ☐ Enrollment Increase(B) ☐ New Program or Program Expansion(C)

Program Number:

	1972-73				1973-74			
	No. of People				No. of People			
EXPENDITURES	FT	PT	ToT	Total $	FT	PT	ToT	Total $
I. Personnel								
A. Academic								
1. Professors								
2. Associate Professors	12		12	240,000	24		24	494,400
3. Assistant Professors								
4. Instructors	3		3	23,500	3		3	24,910
5. Other								
B. Non-Academic								
1. Administrative & Clerical	12		12	48,000				50,880
2. Hourly (Non-Student)								
3. Hourly (Student)								
C. Total Personnel	27		27	311,500	27		27	570,190
II. Current Expense								
A. Supplies & Expense (2)				114,500				120,454
B. Travel (6)				5,500				5,786
C. Capital Outlay (7)				1,000				1,052
D. All Other								
E. Total Current Expense				121,000				127,292
III. Total Forecast				432,500				697,482

THE 1973-74 BUDGET PROJECTIONS INCLUDE A 6% INCREASE FOR PERSONNEL AND A 5.2% INCREASE OVER THE 1973-74 BUDGET PROJECTIONS.

UNIVERSITY OF LOUISVILLE

1972-74 BIENNIAL FORECAST

DETAIL LISTING OF CURRENT EXPENSE & CAPITAL OUTLAY

College, School or Division UNIVERSITY OF LOUISVILLE SCHOOL OF DENTISTRY

Department No. ______________ Department Name ______________

Check One: ☒ Fixed-Legislative or Contractual Obligation(A) ☐ Enrollment Increase(B) ☐ New Program or Program Expansion(C)

Program Number:

Description	1972-73 Total $	1973-74 Total $
Supplies & Expense (Itemize)		
Administration		
Printing	3,500	3,682
Postage	500	526
Stockroom Supplies	2,000	2,104
Telephone System	20,000	21,040
Xerox	3,000	3,156
Dental Clinic	70,000	73,640
Dental Hygiene		
Supplies	2,500	2,630
Travel	500	526
Instruction		
Educational Resource Materials	13,000	13,676
Travel	5,000	5,260
Total Supplies & Expense (To Form BC-2)	120,000	126,240

Quantity	Capital Outlay (Itemize)	Est. Unit Cost		
	Dental Hygiene		1,000	1,052
	Total Capital Outlay (To Form BC-2)		1,000	1,052

VI. Institutional Plans and Procedures for Program Development as Related to

A. Adequacy of Resource Base

1. Existing Facilities

On September 1, 1970 the School of Dentistry occupied its new facilities in the Health Sciences Center. The physical transition from the old School at Brook and Broadway to the new facility represents a nine-fold increase in floor space and a twenty percent increase in enrollment. The facility is superb in every respect and has accommodated most of the space requirements of the Curriculum of the School of Dentistry. Faculty support areas and research space are extremely limited and will require expansion facilities.

2. Projected Facility Requirements

The Research Program of the School of Dentistry is discussed in detail on pages 21 and 22 of the narrative. Research projections for 1975 include an additional 20,000 square feet of space. Since re-apportionment of space in the Medical-Dental Research Building seems unlikely in the near future, the facilities of the old medical and/or dental schools will have to be reserved for research activities.

The School of Dentistry is currently developing plans to accommodate its research efforts in these facilities. Feasibility studies of the old dental school building are underway.

B. Adequacy of Resources in Related or Supporting Fields

The full component of support facilities of all units and departments in the Health Sciences Center and the Belknap Campus are available to the School of Dentistry.

C. Proposed Sources for Program Funding

1. Reallocation of existing resources.

   Not applicable.

2. Enrollment Increase and Faculty Staffing Patterns.

   See pages 292 and 288.

3. New State Funds Required.

   See Table VII, page 293.

4. Grants and Contracts

The faculty and administration will continue to direct grant proposals in support of the educational, research and service programs of the School of Dentistry. Approximately $1,380,000 of the $2,500,000 1971-72 budget is in grant funds.

The dental school administration was successful in recruiting substantial federal assistance through the Educational Improvement Grant mechanism. These grants were awarded in recognition of the serious financial need of the school and the likelihood of the loss of accreditation. The purpose of the awards was to augment the basic operating budget permitting the expansion and strengthening of the undergraduate curriculum.

The initial basic award was made in 1966 as an entitlement award in the amount of $45,620. The basic formula award was supplemented with a Special Project award in 1968 and in subsequent years totaling a net of $3,312,234 through June 1972. These grant awards were used as "hard money" in the recruitment of faculty and non-academic personnel essential to the staffing pattern of the developing program.

As indicated on Page 284 the 1971-72 operating budget carried 48.39 FTE faculty and 42.73 FTE non-academic positions on Educational Improvement grant funds. Page 36 reveals the categorical budget distribution of the grant award as appearing in the 1971-72 University budget.

Although the Educational Improvement Grant award was allocated almost exclusively (96%) to personnel positions a minimal supply budget was allowed in support of the educational programs initiated with the awards. These funds are committed annually as a supplemental support to the grossly inadequate general fund expense budget and should be included in the University continuation budget.

While the funding of these positions through federal grants will terminate in June 1972, the dental dean views those positions as essential to the educational program of the School of Dentistry and recognizes the personnel commitments as contractual obligations to the appointees.

It should be clearly understood by University and State budget review authorities that the Educational Improvement Grants were awarded to the University of Louisville as interim operating budget in support of its basic undergraduate program during a period of critical financial need. The awards were applied for and accepted by the University with the intent of replacing the grant support with University funds on the termination of the grant period.

It is the opinion of the dental dean that there was a mutual understanding between the grantor (federal government) and the grantee (University) that the level of funding necessary to continue the improved developments accomplished with the expenditure of the grant awards would be continued by the University on termination of the project period. It is also the dean's opinion that it is both appropriate and essential that the personnel positions currently funded on Educational Improvement Grants be included in the continuation budget of the University.

EDUCATIONAL IMPROVEMENT GRANT

PERSONNEL SURVEY

SUMMARY TABLE

Total Faculty and Administrative Personnel appearing in the 1971-72 Dental School Budget whose Source of Funding is derived from Educational Improvement Grant.

Faculty	Grant No. 56407 A.	Grant No. 56406 B.	Grant No. 56408 Supplemental	Grant No. 56435 Basic	Total
Prof.	3.50	1.00	2.00	.84	7.34
Assoc.	2.00	8.00	4.00	2.49	16.49
Asst.	6.70	8.00	3.00	.65	18.35
Inst.		1.50	1.00	.71	3.21
Other.		2.00	1.00		3.00
Total Faculty FT.E.	12.20	20.50	11.00	4.69	48.39
Administrative & Non-Academic Personnel	3.5	16.00	5.00	18.23	42.73
Total Personnel F.T.E.	16.7	36.50	16.00	22.92	91.12

EDUCATIONAL IMPROVEMENT GRANT

BUDGET ALLOCATIONS

Categorical Distribution of Educational
Improvement Grant Funds as Appearing in
the 1971-72 Dental School Budget.

	56406	56407	56408	56435	Total
Personnel	199,518	536,359	279,753	143,500	1,159.130
Equipment	-0-	5,000	-0-	-0-	5,000
Supplies	7,000	8,437	10,000	-0-	25,437
Travel	1,000	-0-	-0-	-0-	1,000
	207,518	549,796	289,753	143,500	1,190,567

SUMMARY TABLES

OF

FOUR-YEAR PERSONNEL PROJECTIONS

AND

UNMET NEEDS

FOR

EDUCATIONAL PROGRAM EXPANSIONS

TABLE I
DEPARTMENTAL DENTAL SCIENCES PERSONNEL SURVEY AND ORGANIZATION STRUCTURE
1971-72

Administrative and Clinical Faculty Positions

	Professor	Associate Professor	Assistant Professor	Instructor	TOTAL
ADMINISTRATION	3.0	1.0	0.0	0.0	4.0
COMMUNITY DENTISTRY	1.0	0.0	4.0	0.2	5.2
ENDODONTICS	0.5	1.0	1.0	0.8	3.3
ORAL DIAGNOSIS	1.0	2.0	1.0	1.7	5.7
ORAL RADIOLOGY	1.0	0.0	1.0	0.0	2.0
ORAL PATHOLOGY	0.0	3.0	1.0	0.0	4.0
ORAL SURGERY	1.0	1.0	1.0	1.0	4.0
ORTHODONTICS	0.0	1.0	1.0	1.0	3.0
PEDODONTICS	2.0	0.2	1.0	1.1	4.3
PERIODONTICS	0.0	3.0	1.0	1.0	5.0
PROSTHODONTICS	1.0	2.0	0.0	0.5	3.5
REMOVABLE PARTIAL	1.0	0.0	1.0	0.0	2.0
MAXILLOFACIAL	0.0	1.0	1.0	0.0	2.0
RESTORATIVE DENTISTRY	1.0	0.0	0.0	0.0	1.0
OPERATIVE DENTISTRY	0.0	3.0	2.0	1.0	6.0
FIXED PARTIAL DENTURE	0.0	1.0	3.0	1.0	5.0
Total	12.5	19.2	19.0	9.3	60.0

TABLE II

PROJECTED DEPARTMENTAL DENTAL SCIENCES PERSONNEL SURVEY

1971 - 1976

Administrative and Clinical Faculty Positions

	Budgeted FTE 1971-72	Projected FTE 1975-76
ADMINISTRATION	4.0	6.0
COMMUNITY DENTISTRY	5.2	7.0
ENDODONTICS	3.3	5.0
ORAL DIAGNOSIS AND RADIOLOGY	7.7	11.0
ORAL PATHOLOGY	4.0	6.0
ORAL SURGERY	4.0	6.0
ORTHODONTICS	3.0	4.0
PEDODONTICS	4.3	6.0
PERIODONTICS	5.0	7.0
PROSTHODONTICS	7.5	9.0
RESTORATIVE DENTISTRY	12.0	18.0
	60.0	95.0

TABLE III

PROJECTED NON-ACADEMIC PERSONNEL SURVEY

1970 - 1976

Administrative and Clinical Personnel

	Appointed FTE 1970-71	Funded FTE 1971-72	Projected FTE 1975-76
ADMINISTRATIVE ASSISTANTS	2	2	4
DENTAL HYGIENISTS	0	0	4
DENTAL ASSISTANTS	19	21	57
DENTAL TECHNICIANS	8	8	14
OTHER TECHNICIANS	7	9	11
CLINICAL CLERKS	15	16	22
SECRETARIES	16	20	26
CLINIC NURSES	4	9	9
MAINTENANCE PERSONNEL	2	3	7
OTHER PERSONNEL	7	9	13
	80	97	157

TABLE IV

SUPPLEMENTAL NON-ACADEMIC PERSONNEL POSITIONS FUNDED
UNIVERSITY BUDGET SOURCE 1971-72

	Administrative Positions
1	Receiving Clerk
1	Telephone Operator
1	Audiovisual Technician
1	Central Receptionist
1	Secretary (Admissions Office)
1	Secretary (Alumni Office)
1	Secretary (Business Office)
1	Secretary (Workroom)
1	Secretary-Receptionist (Special Project Clinic)
9	

	Clinical Positions
4	Dental Assistants
3	Clinical Recptionists
2	Sterilizing Room Nurses
2	Sterilizing Room Assistants
4	Dispensing Clerks
1	Radiology Technician
1	Darkroom Assistant
1	Clinical Pathologist
1	Surgical Nurse
3	Surgical Assistants
22	

TABLE V

PROJECTED NON-DEPARTMENTAL PERSONNEL SURVEY

1971 - 1976

Administrative and Clinical Faculty Positions

	Current FTE 1971-72	Projected FTE 1975-76
BIOLOGICAL SCIENCES	12.2	18.0
ORAL BIOLOGY	1.0	6.0
ADVANCED EDUCATIONAL PROGRAMS	1.0	4.0
CONTINUING EDUCATION PROGRAM	0	1.0
DENTAL HYGIENE PROGRAM	3.0	5.0
DENTAL ASSISTANT PROGRAM	1.0	4.0
	18.2	38.0

TABLE VI

CURRENT AND PROJECTED ENROLLMENT

	1970-71	1975-76
PREDOCTORAL STUDENTS	258	344
CLINICAL SPECIALTY STUDENTS	6	24
GRADUATE STUDENTS	0	6
DENTAL HYGIENE STUDENTS	56	100
DENTAL ASSISTING STUDENTS	0	32
DENTAL LABORATORY TECHNICIANS	0	8
	320	514

TABLE VII

SUMMARY COST ESTIMATE
OF
PROJECTED EXPANSION PROGRAMS

Items	Expansion Program	1972-73	1973-74	1974-75	1975-76
1.	PREDOCTORAL PROGRAM IN DENTAL SCIENCES (Supplement to Item 8)	- 0 -	- 0 -	140,000	147,300
2.	PREDOCTORAL PROGRAM IN BIOLOGICAL HEALTH SCIENCES	132,000	260,000	273,500	287,700
3.	ADVANCED EDUCATIONAL PROGRAMS:				
	ORAL BIOLOGY	85,000	134,000	141,000	148,300
	SPECIALTY PROGRAMS	74,000	118,000	124,000	130,500
	CONTINUING EDUCATION	26,000	30,000		
4.	RESEARCH PROGRAM	30,000	38,000	40,000	42,000
5.	DENTAL HYGIENE	37,000	57,000	60,000	63,100
6.	DENTAL ASSISTING	51,000	76,000	80,000	84,100
7.	TERMINATION OF EDUCATIONAL IMPROVEMENT GRANTS	1,262,000	1,338,000	1,407,600	1,480,800
8.	INCREASED PERSONNEL AND OPERATING COST RESULTING FROM INCREASED ENROLLMENT AND OCCUPANCY OF NEW FACILITIES	432,500	697,500	733,800	772,000
9.	FACULTY SALARY ADJUSTMENTS	50,000	52,600	55,300	58,200
		2,179,500	2,801,100	3,086,800	3,247,300

The projected four-year expansion cost estimate is in addition to the 1971-72 General Fund Allocation and continuing Training Grant and Research Support.

PHASE II

ROLE AND SCOPE STUDY OF PUBLIC HIGHER EDUCATION IN KENTUCKY

SCHOOL OF EDUCATION

UNIVERSITY OF LOUISVILLE

Office of the Dean

UNIVERSITY OF LOUISVILLE
LOUISVILLE, KENTUCKY 40208

SCHOOL OF EDUCATION
OFFICE OF THE DEAN

BELKNAP CAMPU

SUBJECT: Phase II, Role and Scope Study of Public Higher Education

1. See attached form.

2. The School of Education is a new school with rapidly developing programs in several areas.

   a) None of the programs currently in operation may be minimized.

   b) All of the programs currently in operation are in need of restructuring and strengthening.

   c) All programs may be expanded.

   Because the new School of Education has never been adequately financed or staffed since it was established in February of 1968, all programs in the school are in need of considerable expansion.

3. There has been little assessment to date of the programs in the School of Education. Limited faculty and staff have been so overwhelmed with the work load of providing the necessary educational experiences leading to more than one thousand applications for certification each year that there has been virtually no time or energy available for assessment of a formal sort.

4. The School of Education needs twelve additional faculty positions and two additional staff members as of this date to service adequately our current programs. These current needs must be the first priorities for the school during the next four years unless the necessity is met at once. The school would like to eliminate overload assignments and part-time instructors. The school would like to place its faculty on academic-year contracts such as are in effect elsewhere in this university and in the other state universities. Such a move will require a separate financing for the school's summer session.

5. Four-year projection resources required to undertake changes in educational programs:

Teaching of Hearing Impaired (Deaf-oral)

a) Four additional faculty needed.

b) Four-year enrollments:
1972 - 7
1973 - 14
1974 - 26
1975 - 50

c) Office space for faculty with necessary furniture and equipment. Approximately $10,000.00 worth of technical equipment will be needed to implement the program.

d) Approximately $1,600.00 in printed library materials will be needed to implement the program.

c) Start-up costs:
1972 - $26,600.00
1973 - $51,200.00
1974 - $67,800.00
1975 - $67,800.00

5. Administration and Supervision

a) One additional faculty needed.

b) Four-year enrollments:
1972 - 16
1973 - 19
1974 - 21
1975 - 26

c) Two additional offices, two seminar-conference rooms—all with necessary furniture and equipment.

d) Approximately $1,800.00 in books and approximately $3,200.00 in instructional media—primarily tapes, films, simulation exercises and gaming materials.

e) Start-up costs:
1972 - $41,940.00
1973 - $46,560.00
1974 - $46,560.00
1975 - $46,560.00

6. a) The School of Education needs at once a new building to bring its scattered units from their six locations to a central installation with adequate facilities. The library budget at present is smaller than the library allocation of several of the departments in the College of Arts and Sciences. This library budget needs to be tripled at present and will need further increase as soon as the acquisition and processing machinery catches up with the tripled allotment. The budget of the media center of the School of Education needs, as a minimum, to be doubled at once. Only the new School of Education building will provide the space requisite for the current operation of this vital center.

   b) Programs in the School of Education at the graduate level need considerable expansion of graduate offerings in arts and sciences in the late afternoons and evenings.

   c) Proposed sources for program funding:

      (1) If the unit is provided with the twelve full-time faculty positions it needs at present, the regular faculty, thus augmented, will be able to handle the present programs for the immediate future.

      (2) A substantial part of the University's appropriation should be used to finance the School of Education as a new school needs to be supported, to raise faculty salaries of the School of Education, on academic-year contracts, to the level of faculty salaries at the College of Education of the University of Kentucky and to permit tuition relief for the economically disadvantaged teachers in the commuting range of Metropolitan Louisville.

      (3) The School of Education will continue its scramble for outside funds. At present more than half of the funds for the School of Education come from outside sources. There is no way of estimating future climate for grant procurement. Education faculty search constantly for new funds.

      (4) As soon as the School of Education can get some relief from additional appointments, we shall make a strong appeal to alumni for support for our new school.

Unit SCHOOL OF EDUCATION

FALL TERM ENROLLMENT PROJECTIONS
with consideration given to particular, designated variables

		Actual Enrollment	Estimated from partial Enrollment data	Projections			
Lower Division	Headcount						
	F.T.E.						
Upper Division	Headcount	206	175	300	350	450	600
	F.T.E.						
Graduate	Headcount	550	734	800	1000	1100	1200
	F.T.E.						
Professional	Headcount						
	F.T.E.						

PHASE II

ROLE AND SCOPE STUDY OF PUBLIC HIGHER EDUCATION IN KENTUCKY

GRADUATE SCHOOL

UNIVERSITY OF LOUISVILLE

Office of the Dean

GRADUATE SCHOOL--UNIVERSITY OF LOUISVILLE

PHASE II

ROLE AND SCOPE STUDY OF PUBLIC HIGHER EDUCATION IN KENTUCKY

1. Projections of Graduate Student Enrollments, 1971-76

The report calls for FTE projections only for the Fall Term. It should be noted that in the last several years there has always been an increased Graduate School Enrollment in the second semester. In addition there has always been a very substantial Graduate School Enrollment during the Summer Sessions. For these reasons, we have listed the projections for each of the three enrollment periods since the Graduate School commitment is impossible to judge on only one of them. The FTE figures are calculated on the State basis of dividing the total number of semester hours by 12 rather than the Southern Association's basis of dividing by 8. For the years during which data are available, the FTE is about 61% of the actual enrollment, and this percentage is used in calculating FTE for the Fall and Spring periods. During Summer sessions, more students are enrolled on a full time basis and the FTE conversion factor is increased to 80%

In the last column is given what may be the most meaningful figure of all (even though not asked for)--the FTE Individual Enrollments. This is obtained by adding the three FTE figures for the year and then multiplying by a factor of .59. This factor is obtained from previous years' experiences in determining the actual number of individual enrollments (no duplications by individuals--if a person registered in all three periods he would be counted once).

The basic enrollment projections are based on a modest 6% increase during the next two years (we have been averaging 14% during the past three years) with larger increases appearing in the last two years of the period.

With all of the conflicting predictions of the fate of Graduate Education which now exist, it is difficult to decide where the truth really lies. After studying most of these, I believe that the 1969 Report of the National Science Board (Toward a Public Policy For Graduate Education in the Sciences) and Science and Engineering Doctorate Supply and Utilization 1968-80 (National Science Foundation, MOSAIC Volume 1, No. 2, Spring 1970) offer the most useful prognostications. Our estimated growth pattern is based on an analysis of these data combined with the realization that:

1. The population of the Louisville metropolitan area is expected to increase by 50% in the next thirty years.

2. As an approach to equalization is achieved in tuition charges at the state universities, many more people in the area will look to this University for all levels of higher education.

3. Graduate education throughout the country is in a period of uncertainty and reevaluation. Funding from all sources is declining, and it does not appear that the situation will change for at least another year. However, graduate schools in metropolitan areas will in all probability at least hold their own because of the increasing numbers of part-time graduate students who will come to them. The major impact of the present uncertainty has been felt in the enrollments of full-time students. After two or three years it is safe to assume that increased demands for graduate work will appear. Many new approaches to graduate education may be instituted by that time and a whole new era will begin.

4. Our approach to graduate studies has been and will continue to be flexible and innovative so that given the chance we can capitalize on some of the shifts in emphasis which events are dictating.

5. The increases we have predicted, though conservative on the basis of our past experience and the possible effects of tuition equalization, still represent an increase of 30% in a five year period. What we do not want is a too rapid increase in any part of the University during the early years before we are really properly financed by the State.

GRADUATE SCHOOL ENROLLMENTS, 1968-1976

Period	Actual Enrollment	FTE	FTE Individ. Enrollment
1968-69			
Summer	942	755	
Fall	1186	734	1330
Spring	1246	750	
1969-70			
Summer	1080	850	
Fall	1375	818	1530
Spring	1467	890	
1970-71			
Summer	1396	961	
Fall	1509	925	1660
Spring	1544	940	
1971-72			
Summer	1508	1050	
Fall	1820	1092	1970
Spring	1920	1150	
1972-73			
Summer	1590	1130	
Fall	1930	1155	2060
Spring	1940	1160	
1973-74			
Summer	1660	1180	
Fall	2050	1230	2190
Spring	2060	1235	
1974-75			
Summer	1800	1280	
Fall	2250	1350	2400
Spring	2260	1355	
1975-76			
Summer	1950	1380	
Fall	2500	1500	2640
Spring	2530	1510	

2. Graduate Programs Structure

a. Programs to be minimized.

We have a very cohesive graduate program, and there is no intention of phasing out any of the existing graduate programs. However, there are plans to utilize the strengths we have in developing new programs of a multi-disciplinary nature, while simultaneously strengthening our essential efforts in the basic disciplines. Without the Graduate School nucleus we now have, future development in all parts of the University will be gravely jeopardized. In all of our plans there must be an emphasis on quality and cohesion rather than great expansion into all possible areas of human knowledge. There should also be a focus on the problems of metropolitan society which will guide our future development. In the following section it will be noted that the new programs under study all fit the criteria of natural development of our basic disciplines, innovative programs which depend on the compatibility and cohesion of our basic units, and programs which have a maximum impact on metropolitan society.

b,c. Programs to be restructured or initiated.

At the Master's Level

We are studying new multi-disciplinary programs in several areas. As examples one may cite the following possibilities:

1. A master's program in social sciences paralleling our present program in Humanities.
2. Para-Professional programs involving medicine and many of the other schools. A program in medical technology is particularly needed in an area with such a heavy concentration of health related facilities.
3. Industrial and economic planning which would involve our Speed Scientific School, Business School, and Law School.
4. Public safety and correction which would involve the School of Police Administration, College of Arts and Sciences, Law School, and Kent School of Social Work.
5. American studies which involve departments in both the humanities and social sciences.

At the Doctoral Level

1. It is planned to develop Doctor of Arts degree programs in several departments during the next five years. History and English are probably the first fields in which this type of program will begin and some of the science departments will probably follow shortly. This program is intended to train professors for undergraduate programs of instruction and will be built not as a consolation prize in lieu of the Ph.D. but as a strong, viable program which will stand on its own merits.

   With the many four year and junior colleges in the State of Kentucky, such a program could help to fill a real need for well-trained faculty members.

2. In parallel with the above item it is probable that departments in the Speed Scientific School may move toward the Doctor of Engineering Degree rather than the Ph.D. This program is intended to prepare practicing engineers at the highest level rather than research specialists.

3. Toward the end of the five year period we may very well be prepared to offer the Ed.D. or Ph.D. degrees in Education. It is in Education where we have one of our greatest potentials for growth in graduate study. There are well over 700 graduate students in our School of Education at present, and once our tuition begins to approach that of the other state universities, this enrollment may greatly increase. We also have better relationships between our School of Education and our other academic divisions than exist elsewhere in the state so that multi-disciplinary programs are quite feasible.

4. Before the end of the five year period, it is probable that we will be ready to implement a doctoral program in business administration. The pressures within both the business world in general and the local metropolitan area in particular are building in this direction. Just as the sciences, engineering, and the health professions have required advanced training for their people, so now business is finding that the highly sophisticated procedures and techniques demanded by a technological society also require a very high level of training among the young executives.

5. Work is already well advanced on a possible doctoral program in church history to be offered in conjunction with the Southern Baptist Seminary and the Presbyterian Theological Seminary.

6. We now have the largest master's level program in Community Development in the country. There is increasing pressure for the development of a doctoral level program in this area of study.

d. Programs to be expanded.

All of the above are programs of an interdisciplinary nature. While such developments are underway, it is obviously necessary to continue the natural development of our graduate programs in the basic disciplines. Without strength in the basic areas, interdisciplinary programs of value are impossible.

In the fields of Education and Business, the pressure of applications for admission demand that expansion take place to allow more students to participate.

3. Assessment Criteria

a. Demographic considerations.

The University of Louisville is situated in the only city of the first class in the State of Kentucky. The Federal Census of 1970 indicates that 22% of the people of the State reside in Jefferson County and a considerably higher percentage within easy commuting distance of the University. The demands placed on a comprehensive university in a major urban area are quite different from those placed on a college in a rural setting. The programs of the University of Louisville must therefore have a focus on the problems of urban society.

b. Needs of the population surrounding us.

As the programsdescribed in Item 2a indicate, the needs of a highly complex industrial urban society are paramount in our considerations of program development.

c. Academic aspects.

In studying the feasibility of any proposed program, the conditions set forth in the various publications of the Council of Graduate Schools in the United States are scrupulously followed. Furthermore careful attention is paid to the interaction of the various programs to assure that they will support each other in the best possible fashion. Again a look at the programs in Item 2a will indicate the concern for cohesion.

4. Program Priorities

In the first priority should be included the expansion of the M.B.A. program, and the development of the masters programs in social sciences and medical technology. The last two programs we should implement immediately since the staff and facilities to carry them on already exist. The M.B.A. and Education expansion should be carried on in a continuous fashion as the faculty and facilities are allowed to expand.

In the second priority should be the masters programs in industrial and economic planning, public safety, and American studies as well as the Doctor of Arts, Doctor of Engineering, and Ph.D. in Church History which should be implemented within the next three years.

In the third priority are the other listed programs which should be ready for implementation by the end of the five year period.

The ordering of priorities is based on the projected demands and the level of planning in each program.

5,6,7.

Because graduate programs do not stand completely by themselves, e.g., Graduate Faculty members are all members of faculties of other units, the projections required for graduate work are ultimately tied in with the overall program projections of the University. This is particularly true when the graduate program at this University will in all probability have its greatest expansion in interdisciplinary areas.

PHASE II

ROLE AND SCOPE STUDY OF PUBLIC HIGHER EDUCATION IN KENTUCKY

KENT SCHOOL OF SOCIAL WORK
UNIVERSITY OF LOUISVILLE

Office of the Dean

UNIVERSITY OF LOUISVILLE
KENT SCHOOL OF SOCIAL WORK

I. OVERVIEW

For more than thirty-five years the University of Louisville through its Kent School of Social Work has been the primary source of professional manpower to meet the needs of expanding social and human services in the Commonwealth of Kentucky. Public services such as Child Welfare, Public Assistance and Mental Health are staffed by many Kent School graduates, many of them holding top level positions. Approximately 650 people have graduated from the school with a masters degree in social work. The most impressive indicator of the school's growth is that 345 of these have graduated in the last eight years.

The school has always had a state-wide focus with field practicum experiences in Ashland, Lexington, Elizabethtown and Bardstown as well as in Southern Indiana. Its major concentration, however, has been in the Louisville metropolitan area.

The school has been one of the leaders in innovation in field teaching and learning and has received national attention for its instructional program. Kent School faculty are providing leadership at many local, state, national and even international levels in the field of social welfare.

KENT SCHOOL
FALL TERM ENROLLMENT PROJECTIONS
With consideration given to particular, designated variables

		Actual Enrollment	Estimated from partial enrollment data	Projections			
		1970-71	1971-72	1972-73	1973-74	1974-75	1975-76
wer Division	Headcount						
	F.T.E.						
per Division	Headcount						
	F.T.E.						
aduate	Headcount						
	F.T.E.						
ofessional	Headcount	125	116	135	160	170	180
	F.T E.						

II. One curriculum development has seen the school offering for the first time a concentration of class and field experience in the area of social treatment of individuals, groups and families. The new concentration in social policy provides opportunities for graduate social work students to become involved in the areas of community action and development such as the Kentucky State Legislative Research Commission, the Louisville and Jefferson County Community Action Commission and the Louisville and Jefferson County Human Relations Commission.

A more recent and far reaching development is the schools decision to develop a one year masters program for selected graduates of approved undergraduate social welfare programs. The national trend to develop baccalaureate level programs for entry level social work positions has also produced applicants for graduate programs who have mastered a major portion of the first year content. The school will, therefore, develop a one year program to build upon the undergraduate sequence while maintaining a two-year masters program for applicants with varied undergraduate majors. It is anticipated that this program would increase graduates by 100% with a 33% increase in costs without reducing the quality of the education.

It is further anticipated that savings that would result from this major change in the schools masters degree program is sufficient to develop a doctoral program in social work. The faculty has approved the appointment of a doctoral committee which will consist of faculty members of the school plus representatives from the broader university and the community and state. The committees initial task will be to review various programs throughout the United States, to study the needs of Kentucky and this region of the country and to formulate a proposal for submission to the appropriate academic bodies and the Council on Higher Education by 1972. With the growing strength of the Kent School faculty, the Kent School is particularly equipped to follow up this movement into the doctoral area. There are at present only seventeen schools in the United States offering doctoral programs in social work. There are none in the state of Kentucky.

Historically, the school has provided institutes, seminars and special training programs for practitioners employed in the field. While these learning opportunities are needed, major changes in societal problems, along with the emergence of new methods of dealing with these problems suggest a more concerted and continuous program is needed to provide practitioners with new knowledge. The school will begin to explore needs in Kentucky as well as to begin to develop the necessary support and resources.

The Kent School has not provided leadership developments at the undergraduate level to date. This is partly due to the fact that the demand for graduate social workers has remained high and the faculty has felt that priority was needed at the graduate level. The rapid growth of undergraduate programs in various colleges and seminaries in the metropolitan area is another factor to consider. If the metroversity concept is implemented, to its potential there is merit in focusing the Kent Schools program at the masters and doctoral level while developing cooperative relationships with other urban colleges' undergraduate programs. Factors of tuition costs, inter-relationships and adequacies of resources could cause a re-examination of this position so the possibility of developing an under-graduate program at the Kent School must be kept open.

III. The decision to develop the one year masters program was based upon changes in undergraduate education across the nation along with a recognition of the implications for graduate education. In addition, the major increase in the number of graduates with a relatively minimal budgeting increase make this program particularly attractive, especially since a portion of the budget increase will be paid by an increased number of students paying tuition.

The decision to begin exploring the feasability of a doctoral program is based upon the recognition of the increasing need for manpower at the doctoral level for education, research and planning roles in social work.

The decision to explore the continuing education needs of practitioners is based upon data suggesting the majority of practitioners in the field have not participated in a formal education program for more than five years. Since the emergence of some of our major social problems as well as the development of techniques to meet them are of more recent origin, the need is apparent. In addition, newer approaches to adult education are particularly amenable to the continuing education of social work practitioners.

IV. Priorities for educational program development:

A. 1 year masters program to begin in the fall of 1972.

B. A Doctoral program is projected for the fall of 1973.

C. A continuing education course will be offered in the spring of 1972.

IV. C. (continued)

Additional courses are anticipated by the fall of 1972.

The financial advantages of the one year masters program are a necessary prerequisite to other programs.

V. Increased enrollment and faculty anticipated.

Year	Enrollment Masters	Enrollment Doctoral	Additional Faculty Masters	Additional Faculty Doctoral	Additional Space	Library
1971-72	116	-	-	-	-	-
1972-73	135	-	3	-	3 Offices 4 Classrooms	250
1973-74	160	5	3	-	3 Offices 2 Classrooms	250
1974-75	170	7	-	1	1 Office	200
1975-76	180	10	-	1	1 Office	200

Increased output at the masters degree level.

Year	MSW Degrees Awarded
1971-72	60
1972-73	90
1973-74	120
1974-75	125
1975-76	135

It is anticipated the initiation of the 1 year masters program will necessitate a 16% increase in the budget for the 1972-73 academic year and a 16% increase during 1973-74. It is important to note, however, this increase in funds will provide a 100% increase in the number of graduates at the masters level during the same period. A 5% annual increase in costs and enrollment is projected after the initial program costs are provided.

VI. The major catch-up program for the Kent School will be to develop adequate physical space and an operating budget that provides more opportunities for instructional media and faculty development. The Kent School has been operating on a very limited budget. We have utilized old worn out chairs and desks. The quality of our instructional materials has not been adequate for the level of professional graduate education needed. We have adapted space in the building ranging from the use of the basement, storage rooms, to converting lavatories into faculty offices. We have also remodeled an old garage, and have utilized every conceivable part of our building for either classroom or faculty offices. We desperately need to be included in a capital development plan which would assure a new building, either as an independent building or as part of a general complex of buildings. Our travel budget, and our supplies and accounts budget are stretched to the breaking point and we will need at least an average of $5000 additional during the coming years in these categories. Library resources are not adequate for our current needs and certainly will not meet the needs of an expanded program. Thus the increased amount is considered a minimum request. We are also assuming that salary adjustments will continue to be made in light of the overall standards established at the University of Kentucky.

It appears at this point that resources in related or supporting fields will meet the needs of students in the Kent School with the exception of increased library needs mentioned earlier. A search for funds for all programs will be developed through private and public funding sources. However, it is anticipated that the major costs of the 1 year masters program will be supported by "hard money" either upon initiation or as grant funds are terminated.

Since the doctoral program would be initiated on a small scale, it is anticipated that most of the faculty will be provided by a reallocation of faculty resources. One additional faculty member is anticipated each of two years when the doctoral program will be expanded.

The continuing education program will be initiated gradually and preliminary negotiations for federal funding have been initiated. In addition, it is anticipated that tuition would provide a major source of support for this program.

Projections indicate that faculty and student ratios would not be appreciably altered with program changes. The increased faculty would be needed for an expanded program rather than to reduce the faculty student ratio.

PHASE II

ROLE AND SCOPE STUDY OF PUBLIC HIGHER EDUCATION IN KENTUCKY

SCHOOL OF LAW

UNIVERSITY OF LOUISVILLE

Office of the Dean

SCHOOL OF LAW

UNIVERSITY OF LOUISVILLE

PHASE II - ROLE AND SCOPE STUDY

OF PUBLIC HIGHER EDUCATION IN KENTUCKY

SEPTEMBER, 1971

Introduction: The Role and Scope of the School of Law of the University of Louisville depends upon a number of assumptions which have been set forth in their proper places on the following pages, but it may be appropriate to recapitulate some of them in this introduction. The School of Law has attained its maximum enrollment with its present facilities. Each year the school has devised new methods of crowding more students into its buildings. This year an increase was made possible by sectioning both the first and second year classes but further sectioning is not possible without more classrooms.

There are only 75 seats in the library so that when a freshman class of 125 was released it was not possible for all of the freshmen to be accommodated in the library let alone the juniors and seniors. By sending some of the sections to school in the morning and some in the afternoon and by running night sections, it has been possible to stagger the library seating requirements. It now appears that we have attained the maximum use of both library and classroom facilities. Consequently, all of the assumptions of growth are dependent upon the immediate availability of additional space.

ROLE AND SCOPE, PHASE II

Question 1 - Give the Fall Term FTE and headcount projection of enrollment in the School of Law for the next five fiscal years by year -- 1972-73, 1973-74, 1974-75, 1975-76, 1976-77.

ENROLLMENT:

	Day Division				Evening Division			
Year	1971-72 Headcount Enrollment	5% Projection	1971-72 Full Time Equivalent	5% Projection	1971-72 Headcount Enrollment	5% Projection	1971-72 Full Time Equivalent	5% Projectic
	441		438		161		151	
1972-73		463		460		169		158
1973-74		486		483		177		166
1974-75		510		507		186		174
1975-76		536		532		195		183
1976-77		563		559		205		192

Total

Year	1971-72 Headcount Enrollment	5% Projection	1971-72 Full Time Equivalent	5% Projection
	602		589	
1972-73		632		618
1973-74		663		649
1974-75		696		681
1975-76		731		715
1976-77		768		751

HEADCOUNT ENROLLMENT INCREASE:

Year	Day Division Enrollment	Day Division % Increase	Evening Division Enrollment	Evening Division % Increase
1966-67	224		128	
1967-68	252	12.5	157	2.2
1968-69	251	0	157	0
1969-70	256	2.0	172	9.5
1970-71	352	37.5	188	9.3
1971-72	441	25.0	161	(14.0)

Total

Year	Headcount Enrollment	% Increase	Enrollment Full Time Equivalent	% Increase
1966-67	352		345	
1967-68	409	16.0	401	16.2
1968-69	408	0	400	0
1969-70	428	5.0	419	4.9
1970-71	540	26.0	529	26.2
1971-72	602	11.5	589	11.3
	Average per cent increase - 11.7		Average percent increase - 11.7	
	Net average increase per year - 38 Students		Net average increase per year - 37 Students	

Question 2. From the professional school level assess the present educational programs structure in the School of Law

The primary program of the Law School is professional education leading to the Juris Doctor degree. All of the courses and activities of the Law School in one way or another support and emphasize this ultimate objective of a professional legal education. We have courses that emphasize clinical experience but it is not believed that these courses should be identified by the term "program", at least as that term might be used in the College of Arts and Sciences, even though it is anticipated that clinical course offerings may be expanded. The Law School has also been engaged in Continuing Legal Education which supports and emphasizes the basic professional degree. Undoubtedly, Continuing Legal Education is an expanding area and might be termed a "program", but essentially the same kind of resources are required as those for the basic degree.

Question 3. What criteria were used to assess your present educational programs and how were decisions made to alter these programs? (Role and scope of the institution, purposes of the institution, program objectives, state and/or national needs, student demand, etc.)

The objective of the Law School has long been to educate young people to enter the legal profession. Our entire program has been faced with this objective in mind guided by the requirements of the accrediting agencies (American Bar Association and the Association of American Law Schools) and modeled after the programs in the better law schools.

Question 4. From the School of Law assessment delineate your educational program development priorities for the next four fiscal years with a projected timetable for implementation and explain the basis for these priorities.

The curriculum of the Law School is consistently undergoing changes. For example, with the rising interest in poverty law and environmental law, courses in these fields were begun while courses in some of the more static property fields were dropped. It is anticipated that in the next four years there will be an increase in clinical legal education and an added emphasis on Continuing Legal Education. It is thought that these changes can be adequately handled by the faculty that will be required to adjust our student-faculty ratio to the 20-1 level recommended by Dean Kimball in the ABA inspection report.

Question 5. Project for a four-year period the resources required to undertake the changes in educational programs as prioritized above for the School of Law in terms of:

a. By program, identify additional faculty required.

b. By program, identify enrollments for a four-year period.

c. By program, identify need for remodeled or additional space and equipment, if required.

d. By program, identify additional library resources required and cost.

e. (For any projected new programs) estimate start-up costs and continuing cost of the program for a four-year period.

Although as indicated above Law School enrollments have been growing more rapidly than the 5% contemplated, there is a limiting factor on growth which is that we are absolutely out of space for expansion. It is unrealistic to make a detailed projection without facing the fact that our present facilities simply will not accommodate any increase in the student population. The library wing as presently projected is scheduled for occupancy in the fall of 1973. That building will alleviate most of the library pressures but the problems of classroom and other facilities will remain. Furthermore, our student-faculty ratio must be improved in any event. Therefore, assuming a 5% increase in enrollment the following projections emerge. See chart.

	1972-73	1973-74	1974-75	1975-76
a. Additional Faculty	5	5	2	2
(Basic Program)	$75,000.00	75,000.00	32,000.00	32,000.00
Catch-Up Fund for Faculty Members, recommended by ABA Inspection Report	60,000.00	63,120.00	66,276.00	69,589.00
b. Enrollments (Basic Program) 5% Projection **	632	663	696	731
Projection based on average % of increase over last 5 years (11.5%)	671	748	834	930
c. Basic Program				
Additional Space & Equipment				
New Classroom & Admin. Wing	2,000,000.00			
Furnishings for Library Wing	18,035.00			
Equipment	11,000.00	19,000.00	3,600.00	3,600.00
Secretarial Services	4,200.00	29,400.00	4,200.00	4,200.00
d. Library Resources				
Cost				
Catch-Up Fund-Books (Recommended by ABA Inspection Report)	100,000.00	100,000.00		
Add'l. Capital Outlay-Books (in addition to present annual book budget)	20,000.00	30,000.00	40,000.00	40,000.00
Promotion and Comp. for Librarians			5,000.00	
Furnishings for Library Wing	110,800.00	10,000.00		
e. Start-Up Costs and Continuing Costs for 4 years Departmentalization of Law School*		45,000.00	45,000.00	45,000.00

*With the growing complexity of the law and the growth in enrollment and faculty size, it will be necessary to organize the Law School into departments. These figures reflect some additional compensation for Department Heads as well as for younger personnel needed to cover the reduction in teaching loads.

** Based on Headcount not FTE

Question 6. Summarize your institutional plans and procedures for program development as related to:

a. Adequacy of present resource base in the program fields, faculty, library holdings, facilities and equipment.

b. Adequacy of resources in related or supporting fields.

c. Proposed sources for program funding:

(1) Reallocation of existing resources.

(2) Enrollment and faculty-student ratio impact of the proposed program changes on the total program of the Law School.

(3) New state funds required.

(4) Extramural support from training grants, research grants, or contracts.

(5) Other.

a. The projections in questions 4 and 5 were postulated upon the present curriculum, faculty, library resources and facilities. As indicated, additional space is absolutely crucial to the continuing growth of the Law School but the library catch-up fund and the additional faculty are necessary just to maintain our accredited status! Even if the enrollment remains static, the library catch-up fund, the additional space, and ten new faculty members are essential.

b. Not relevant

c. In question 6c-1 the reallocation of existing resources would seem to imply an earmarking of tuition income for the unit involved. Question 6c-2 involving student-faculty ratio has been discussed in the foregoing material about the Law School's move to a 20-1 student-faculty ratio. Probably question 6c-3, about new state funds required, deals with both capital requirements and operating funds, Undoubtedly, the capital expenditures will have to come from state funds. Unless there is a reallocation of existing tuition income, much of the money for faculty salaries and supplies and expenses will have to come from state funds as well. Some support will come from grants, but the small amount of money available in the legal field makes that amount relatively insignificant.

PHASE II

ROLE AND SCOPE STUDY OF PUBLIC HIGHER EDUCATION IN KENTUCKY

SCHOOL OF MEDICINE

UNIVERSITY OF LOUISVILLE

Office of the Dean

PHASE II

ROLE AND SCOPE STUDY OF PUBLIC HIGHER EDUCATION IN KENTUCKY

1. Give the Fall Term FTE and headcount projection of enrollment by lower division, upper division, graduate, and professional levels for each school or college for the next four fiscal years by year -- 1972-73, 1973-74, 1974-75, 1975-76.

FTE and Headcount Projection
Medical Students

1972-73	470
1973-74	500
1974-75	500
1975-76	500

(Best estimate based upon attrition experience to date)

The projections shown above reflect a programmed increase of each entering Freshman class from 98 to 128 over a four year period which commenced in the Fall of 1970. This expansion, a commitment entailed by the award of Federal funds for construction of the new 28-million dollar Health Sciences Center, increases total capacity by Fall 1974 to 512 medical students.

At this writing, it is not known what final form institutional grants and special project grants will take after process through Congress and through the Administration. It is entirely possible that this School may at some time in the near future elect to expand its entering class or shorten its curriculum in order to become eligible for essential Federal support. Accordingly, it is a distinct possibility that the enrollment figures projected above may be lower than those which will actually result. Expansion beyond that already in process may be difficult because of the physical constraints imposed by the configuration of the new instructional building. More difficult to overcome will be limitation of facilities for clinical instruction should the new clinical teaching facility not be approved.

FTE and Headcount Projection
House Staff

The House Staff (Interns and Residents) assigned to the University of Louisville Affiliated Hospitals are engaged in a learning, as well as a teaching process. The actual figures for the current fiscal year (1971-72) are set forth on the following page.

Department	Number	Complement
Rotating Interns	5)	40
Anesthesia Interns	1)	
Straight Medicine Interns	9)	
Pediatric Interns	2)	
St. Surgery Interns	3)	
Pathology Interns	2)	
Oral Surgery Interns	2)	
Anesthesiology	9	6
Dermatology	6	
Medicine	21	26
Neurology	4	8
Neurosurgery	4	4
Obstetrics-Gynecology	8	8
Ophthalmology	9	8
Oral Surgery	4	2
Orthopedics	18	16
Otolaryngology	1	11
Pathology	5	8
Pediatrics	11	21
Psychiatry	9	24
Radiology	15	14
Surgery	23	32
Thoracic Surgery	5	2
Urology	4	6
Pediatric Allergy		2
Pediatric Cardiology		2
Child Psychiatry		4
TOTAL	180	242

For purposes of this study, the complement figures are considered appropriate:

1972-73	242
1973-74	242
1974-75	242
1975-76	242

2. From the community college level, undergraduate, graduate and professional school levels assess the present educational programs structure in your unit in relation to:

   a. What programs may be minimized?

      None.

   b. What programs may be restructured?

      None, except that implementing certain new programs may entail the adjustment and expansion of certain existing capabilities in present programs, especially in the clinical sciences.

   c. What programs may be initiated? (and)

   d. What programs may be expanded?

      1972-1974 New and expanded programs for the first two years of the period of this study are contained in the School of Medicine's 1972-1974 Biennial Forecast submitted to the University on September 30, 1971. These are listed below according to an order of priority which I have recommended. Description and justification of each program is included in the Forecast mentioned above.

New and Expanded Programs

1. Establish a Department of Family Practice.
2. Increase in student body from 98 to 128 for each entering freshman class.
3. Provision of additional faculty needed for increased enrollment.
4. To fill vacant previously established faculty positions.
5. Expansion of Department of Anesthesiology.
6. The establishment of an Office of Continuing Education.
7. Graduate Training in Emergency Medical Services.
8. Coronary Care Unit.
9. Expansion of the Nephrology Section.
10. Expansion of the Division of Gynecologic Endocrinology.
11. Section of Endocrinology.
12. Expansion of essential teaching program for undergraduate students.
13. Establishment of a division of Perinatal Physiology.
13. a. Toxicology Laboratory
14. Clinical Pharmacology.
15. Cardiac Graphic Methods Laboratory.
16. Infectious Disease Section.
17. Development of a Division of Family Planning and Social Obstetrics.
18. Section of Gastroenterology.
19. Resident Training in Ophthalmology.
20. Cardiovascular Physiology and Exercise Laboratory.
21. Special Graduate Training in Burn Care.
22. Improved Distribution of Surgeons and Surgical Specialists in non-Urban Areas.
23. Revascularization of Patients with Ischemic Heart Disease.
24. Establishment of a division of Oncology.
25. Immunotherapy of Tumors.

26. Transplantation Biology.
27. Full-time Chief for the Rheumatology Section.
28. Electromicroscopic studies of retinopathies.
29. Pediatric Metabolism.
30. Training of Allied Health Personnel.
31. Ambulatory Pediatrics.
32. Pediatric Gastroenterology.
33. Pediatric Neurology.

1974-1976 As stated in the covering letter, an assumption has been made that the new clinical teaching facility will be ready for occupancy in January 1975. The clinical professional staff needs for the School of Medicine, as set forth on page 82 of the "Amendment to the March 1971 Application" (for Federal assistance in the construction of a new teaching hospital), are repeated below:

Clinical Professional Staff Projections

Department	Presently on Staff	Presently Needed on Staff	Projected Need in 5 years on Staff
Anesthesiology	4	9	12
Family Practice	0	5	15
Medicine	21	31	54
Obstetrics & Gynecology	3	5	10
Ophthalmology	8	11	22
Pathology	7	12	12
Pediatrics	18	20	30
Psychiatry	13	15	15
Radiology	10	17	17
Surgery	12	19	23
	96	144	210

For the purposes of this study, the figures in the right hand column (totaling 210) are considered to represent the clinical staffing requirements for the new hospital. These projections constitute the faculty expansion required for the 1974-1976 Biennium. The expansion associated with the staffing requirements of the new hospital is tabulated by clinical departments. Because of the number of variables involved, it is not possible at this time to associate this expansion directly with new or expanded programs.

3. What criteria were used to assess your present educational programs and how were decisions made to alter these programs? (Role and Scope of the institution, purposes of the institution, program objectives, state and/or national needs, student demand, etc.)

The Significant Criterion is that of National Needs

a. Demand for Physicians

Unlike the situation in most schools, the expansion of the School of Medicine from a maximum enrollment of 396 (four classes of 98 each) to 512 (four classes of 128 each) in the Fall of 1974 is, in effect, a contractual obligation (see answer to question #1, above). This accomplishment has represented this School's contribution to the national goal of training additional physicians to meet the ever-increasing demand for health care. Efforts have been made in the Fiscal Year 1972-74 Budget Forecast to build up the faculty and staff to accommodate the increased teaching load which has resulted. Governmental influences may cause us to consider seriously further expansion of output.

b. Quality and Currency of Instruction

In addition to the need for increased numbers of physicians, there is a national goal of improving the quality of health care. It is necessary that our teaching capabilities keep pace with the constantly expanding body of medical knowledge.

4. From your unit assessment delineate your educational program development priorities for the next four fiscal years with a projected timetable for implementation and explain the basis for these priorities.

See answer to question #2.

5. Project for a four-year period the resources required to undertake the changes in educational programs as prioritized above for your unit in terms of:

a. By program, identify additional faculty required.

Additional faculty needs by departments are set forth on the next page. For justification by program see the answer to question #2 and the 1972-1974 Biennial Forecast.

5. a. Additional Faculty Needs

Column 1 Current Staff.
Column 2 Additional Faculty per 72-74 Biennial Budget Forecast.
Column 3 Projected Needs 1972-74 (total of columns 1 and 2).
Column 4 Projected Total Needs, 1974-75.
Column 5 Projected Total Needs, 1975-76.

Clinical Departments	1	2	3	4	5
Anesthesiology	4	2	6	9	12
Family Practice	0	6	6	11	15
Medicine	21	18	39	47	54
Obstetrics	3	6	9	9	10
Ophthalmology	8	7	15	19	22
Pathology	7	1	8	10	12
Pediatrics	18	4	22	26	30
Psychiatry	13	1	14	14	15
Radiology	10	1	11	14	17
Surgery	12	7	19	21	23
Undesignated Positions	0	16	16	0	0
Sub Total	96	69	165	180	210

Basic Science Departments					
Anatomy	12	0	12	12	12
Biochemistry	12	0	12	12	12
Microbiology	8	1	9	9	9
Pharmacology	9	6	15	15	15
Physiology	9	1	10	10	10
Undesignated Positions	0	12	12	12	12
Sub Total	50	20	70	70	70
GRAND TOTAL	146	89	235	250	280

5. b. By program, identify enrollments for a four-year period.

Enrollments are not directly identifiable with programs. See answer to question #1.

c. By program, identify need for remodeled or additional space and equipment, if required.

It is not possible at this time to identify by program the additional space and equipment. For new and expanded programs in the basic sciences it may become necessary to reapportion the floor space currently available in the recently occupied Health Sciences Center and its associated buildings. In general it is believed that more intensive utilization can be made of laboratory and research equipment if this becomes necessary. For new and expanded programs in the clinical sciences, available space will be at a premium until the new teaching hospital becomes available. The amendment to the 1971 Grant Application for this facility provides for the interim use of the 1958 wing of the old Louisville General Hospital (K-Building) for clinical faculty, administrative, research, and treatment functions.

d. By program, identify additional library resources required and cost.

This information is being provided separately by Miss Joan Titley, Director of the Health Sciences Library. She has had access to the School of Medicine's 1972-74 Biennial Forecast in order to facilitate the estimation of her requirements.

e. (For any projected new programs) estimate start-up costs and continuing cost of the program for a four-year period.

See the next page.

5 e.

Program	Start Up Costs	Four Year Costs
1	317,000	1,292,223
2	194,785	1,853,649
3	194,785	1,853,649
4	315,275	1,277,541
5	74,300	300,352
6	91,250	364,225
7	54,200	230,373
8	20,000	87,492
9	27,100	186,034
10	74,800	* 226,998
11	27,100	178,674
12	27,100	115,759
13	64,300	* 200,363
14	27,100	* 84,481
15	22,100	* 68,542
16	22,100	93,856
17	54,400	* 162,246
18	22,100	93,856
19	168,000	640,183
20	22,100	93,856
21	9,250	36,165
22	8,000	31,095
23	152,900	644,874
24	39,050	* 119,631
25	68,400	287,832
26	69,900	284,510
27	14,600	61,049
28	36,500	156,829
29	27,245	115,519
30	33,700	173,150
31	22,100	93,856
32	22,100	93,856
33	22,100	93,856
Totals	$2,345,740	$11,596,574

*Three year totals - programs begin 1973

6. Summarize your institutional plans and procedures for program development as related to:

   a. Adequacy of present resource base in the program fields, faculty, library holdings, facilities and equipment.

A barely adequate resource base exists upon which new and expanded programs (outlined in the answer to question #2) can be constructed. The principal obstacle to the progress I have projected consists, quite understandably, of fiscal constraint, not only as relates directly to this School but also as it relates to the financing of a new teaching hospital.

Faculty: Seriously inadequate in several key areas but capable of expansion.

Library: See Miss Titley's 1972-1974 Biennial Forecast. (See answer to question #5d, above.)

Facilities: These are crowded but, through more intensive utilization can meet the present requirements for the basic sciences. The clinical teaching facilities are inadequate and a new teaching hospital is a must.

Equipment: This is short in several areas and the current equipment is outmoded in many instances.

   b. Adequacy of resources in related or supporting fields.

More operating funds are needed for the proper maintenance and support of the new Health Sciences Center. A new teaching hospital for the University of Louisville is an urgent requirement.

   c. Proposed sources for program funding:

      (1) Reallocation of existing resources.

Reallocation of existing resources is a measure that can have very limited impact, especially upon the initiation of new programs.

      (2) Enrollment and faculty student-ratio impact of the proposed program changes on the total program of the unit.

The built-in enrollment increases impose a minimum increase in faculty requirement of 28. This can be offset financially to a minimum extent by added tuition receipts.

      (3) New state funds required.

State funds will be required to support these new programs, either totally, or in part, depending upon extramural support available.

(4) Extramural support from training grants, research grants, or contracts.

This support has come largely from the Federal Government in the form of individual research grants, research support grants, basic improvement grants and special project grants. Grants associated with research have been de-emphasized in recent years and it can be anticipated that they will trend downward in level of support. More emphasis, however, is being placed upon institutional grants, e.g. basic improvement and special project grants. The new enabling legislation is still in Congress and there is some question as to what form these grants may take. Should they entail further expansion of entering classes, we may be faced with additional faculty and facility costs. At this writing we can only hope that funding by institutional grants will continue at current levels, but we cannot expect such funding to be sufficient to support new programs.

PHASE II

ROLE AND SCOPE STUDY OF PUBLIC HIGHER EDUCATION IN KENTUCKY

SCHOOL OF MUSIC

UNIVERSITY OF LOUISVILLE

Office of the Dean

UNIVERSITY OF LOUISVILLE
SCHOOL OF MUSIC

PHASE II

ROLE AND SCOPE STUDY OF PUBLIC HIGHER EDUCATION IN KENTUCKY

1. Please see attached form.

2. a. What programs may be minimized?

All degree programs in the School of Music are necessary to the proper development of the professional performing musician or teacher; therefore, we are in no position to reduce any offerings. The Instruction Committee is constantly updating all of our degree programs in the School in order to make all course work relevant to the developments in the musical world.

b. What programs may be restructured?

There are no programs that will undergo major restructuring within our School. As stated in 2.a. above, our Instruction Committee of the School of Music works constantly toward keeping all curricula offered current.

c. What programs may be initiated?

1. The School of Music in conjunction with the Department of Theatre Arts and Speech has plans to develop a Department of Dance. There is no dance degree offered in Kentucky, causing students who wish to major in dance to leave the state to study elsewhere.

2. The University of Kentucky Department of Music and the Music History Department of the University of Louisville have formulated plans to offer a joint Ph.D. degree in Music History. Please see the attached music history report.

3. There is also a need for a major in guitar in Kentucky. We have many students who apply to the School of Music who wish to study classical guitar, but since there is no degree in our school, again, the students must leave the state to seek this training. This area of study would be added to our present applied music degree and would not constitute a new degree program, simply a new major.

d. What programs may be expanded?

1. Most applied music courses need to be expanded, especially those in the area of string instruments. This would increase the size of our orchestra which is the training unit for the professional degree of the Orchestral Instrument Degree major. As our applied music expands, other course work would automatically expand, such as Music History, Music Theory, and various Instrumental Methods courses.

3. The criteria used to assess our present education programs within the School of Music were based on reports by each faculty member in the school. A brief resume of these reports follows:

(1) Degree Programs

When Benjamin Owen, head of our piano teaching department, died we did not replace him. His salary was kept in the budget but not used. Recently this item has been deleted as a result of the financial stringency facing the University. This is a position of highest priority in a music school. Mr. Luvisi, artist-in-residence, does not fulfill this role. His extended concert tours out of the city preclude his assuming this responsibility. This is an immediate need and a pianist of distinction should be engaged at once who is also an experienced teacher.

We need two full-time professors of music theory with the Ph.D. degree.

Professor Kling, head of our string department, needs several teaching assistantships to bolster the graduate program in his field.

Another immediate need is for a full-time professor of music education with the Ph.D. degree. Approximately two-thirds of our students are working toward the B.M.Ed. The person needed here is one with established prestige as a scholar in this field rather than as a performer.

At the earliest opportunity we need a full-time piano accompanist.

(2) Preparatory Department

This department is already using public school facilities at the Englehart and I.N. Bloom schools. It should be decentralized as much as possible to bring high grade music instruction to parts of the community that find our campus inaccessible. Since its faculty is on a commission basis this should not add to the cost of the program except as additional supervisory or secretarial staff may become necessary.

(3) Music History

A real effort must be made to consolidate the Music History Department within the School of Music. This consolidation should be made by adding all new Music History faculty as full-time members of the School of Music. Current Music History faculty should have some choice about where their "home" school would be, but every effort should be made to have them as more than half-time in our school. All of this could be done without interruption to Music History in Arts and Sciences and without interruption to the Division of Humanities courses. Indeed, I believe the whole Music History Department would be strengthened if all its members were more nearly full-time in our school. All University funds for music library needs should be concentrated in the School of Music Library, making that unit the principal holder of all major works pertaining to Music History. Please see appended Music History Report.

(4) Music Library

Please see appended Music Library Report.

(5) University Band

This is one of our most serious problems. Its budget has been so inadequate for years that bringing it into parity with other state institutions will entail a major outlay of money. I am attaching Mr. Hoover's report. It should have a much larger percentage of students from schools other than ours. We have recently formed another band on the Belknap Campus which when added to the School of Music Band will serve as a large non-marching Pep Band at athletic functions.

(6) University Chorus

Because our campus is separated from Belknap by sixteen miles this is also a difficult problem. In effect the chorus has been almost exclusively a School of Music unit. The Office of Black Affairs has organized a chorus on the Belknap Campus. Although jointly sponsored by the Office of Black Affairs and the School of Music, it will be open to students of any race. A new Belknap Chorus has also been organized under the direction of William Lathon.

(7) University Orchestra

Professor Livingston, teacher of clarinet, is presently conductor of the University Orchestra as well. In the very near future he feels he will have to give up the latter post. This will entail engaging an experienced symphonic conductor for the post as well as to teach advanced conducting classes.

(8) Opera Workshop

Our opera workshop program has been revived. It was the original program from which has grown the Kentucky Opera Company. I am of the opinion that within a very few years the KOA, faced with astronomically mounting costs, will seek refuge in our school. Indiana University and the University of Cincinnati are examples of how excellent opera programs can be developed by degree granting institutions particularly with a large graduate program.

(9) Faculty Ensembles

We now have the String Quartet, Woodwind Quintet, and the Brass Quintet. These organizations are our most effective means of recruiting new students.

(10) Inner City Program

The University should take its programs into the neglected areas of the city in the West End and to the south side of the city. The School of Music has been active in this field for more than two years now, but the effort which has met with a considerable degree of success will be in peril until it is budgeted by the University. This program serves as a laboratory for music school students in teaching and as a means of discovering young people in the poverty areas with music talent, thereby heading those qualified and motivated toward entrance in the School of Music. It seems to me, it is a positive step in the University's avowed purpose of serving Louisville as an urban institution. At present, Professor Lathon is devoting a good share of his time to this effort as are Professor Schneider and Professor Hoover. There can and should be a greater participation in this by all our music education students. As the program grows it will require additional faculty commitment in proportion to that growth. It should, however, be serviced in large measure by students, graduate, and undergraduate.

4. Development priorities within the next four years:

   1972-75
   1. Department of Dance in cooperation with TAS department.
   2. Initiate the joint Ph.D. degree in Music History with the University of Kentucky.
   3. Initiate a major in guitar.
   4. Obtain all new personnel as indicated on Estimated Cost and Development chart in order of appearance on the chart.

5. Four year projection of resources required to effect changes in program.

   a. By program, identify additional faculty. Please see Estimated Cost and Development chart.

   b. Enrollment for four year period:

1.	Dance Department	1972-73	15 Collegiate	40 Prep
		1973-74	18 Collegiate	45 Prep
		1974-75	21 Collegiate	50 Prep
		1975-76	25 Collegiate	60 Prep
2.	Guitar	1972-73	5 Collegiate	10 Prep
		1973-74	6 Collegiate	12 Prep
		1974-75	7 Collegiate	15 Prep
		1975-76	8 Collegiate	18 Prep

3. Joint Ph.D. in Music History with University of Kentucky

1972-73	4
1973-74	5
1974-75	6
1975-76	7

c. By program identify need for remodeled or additional space and equipment.

1.	Dance Department	Space is now available at the Gardencourt Campus for a dance program to get started. There would be some alterations necessary in order to prepare the room needed for dance. The cost would be estimated at $5,000 for renovating the room, installing showers, mirrors, and dance bars. The yearly expense budget would be estimated at $1,500.

d. Identify additional library resources needed for each new program.

1.	Dance	$ 1,000	
2.	Guitar	1,000	
3.	Joint Ph.D.	25,000	
		$27,000	each year for a total year cost of $108.00.

e. Estimated cost to initiate new programs and continuing cost for a four year period.

1.	Dance	1972-73	Two full-time faculty	$21,500	
			Capital Outlay	5,000	
			Supplies and Expense	1,500	
				$28,000	plus $1,000 Library
	Dance	1973-74	Two full-time faculty	$22,800	
			Part-time faculty	2,000	
			Supplies and Expense	1,500	
				$25,300	plus $1,000 Library
	Dance	1974-75	Two full-time faculty	$24,200	
			Part-time faculty	2,600	
			Supplies and Expense	1,800	
				$28,600	plus $1,000 Library
	Dance	1975-76	Two full-time faculty	$25,650	
			Part-time faculty	3,600	
			Supplies and Expense	2,000	
				$31,250	plus $1,000 Library
			Total four year cost:	$113,150	plus $4,000 Library Totals $117,150

2.	Guitar	1972-73	Faculty	$15,000
			Library	1,000
				$16,000
	Guitar	1973-74	Faculty	$15,900
			Library	1,000
				$16,900
	Guitar	1974-75	Faculty	$16,850
			Library	1,000
				$17,850
	Guitar	1975-76	Faculty	$17,850
			Library	1,000
				$18,850
		Total four year cost:		$69,600

3.	Ph.D. in Music History	1972-73	Faculty	$11,000
			Library	25,000
				$36,000
		1973-74	Faculty	$11,650
			Library	25,000
				$36,650
		1974-75	Faculty	$12,350
			Library	25,000
				$37,350
		1975-76	Faculty	$13,100
			Library	25,000
				$38,100
	Total four year cost:			$148,100

6. Summary of plans and procedures for program development related to:

   a. Adequacy of present resource base in the program fields, library holdings, facilities and equipment.

      The new programs proposed will not be expensive in terms of returns to the state and to the University, however, considerable addition in terms of percentage of our current resource base will be necessary. The principal expenses will be in terms of faculty and library holdings.

   b. Adequacy of resources in related fields.

      Related field support is adequate to good. The TAS department will undoubtedly need new funds to achieve their goal toward developing an outstanding Theatre Arts degree. This supporting program in Theatre Arts is absolutely essential for our Dance Degree to succeed.

We need additional faculty in our Music Theory to add solid graduate music theory courses to the proposed joint Ph.D. degree in Music History. The library resources in Louisville other than our Music Library will add very rich resources to the Ph.D. program.

The resources of related music courses for the guitar degree are adequate.

c. Proposed sources for program funding:

Enrollment and faculty student ratio of newly proposed programs will add some financial support to the new programs, but the added income will simply assist in meeting the increased cost; it will definitely not support it. The principal resources necessary for any form of the arts or related subject must necessarily come from state, federal, or other public or private funds. The federal government has continued to increase its support to the arts in this country, but almost none of the funds have come to colleges and universities. The funds, for the most part, have been given to the performance or applied professional arts which desperately need support. It is quite evident that many of these professional organizations and professional applied artists are turning to college and universities for support and a permanent home. This is a development that should be welcomed by everyone, for it offers the opportunity for professional schools to offer the best possible training to their students by providing the best possible faculty available.

Further Comments:

Some action must be taken by the University Administration to bring the salaries of the School of Music faculty, and salaries of faculty members in other units of the University to a level that more nearly approaches the University average. Salaries in the School of Music are now lower because some of its faculty have outside income. Indeed, most of our faculty members with the highest salaries have outside income. We must have an answer to this problem soon, and as we, hopefully, enter the state system on a more fully supported basis, greater portions of funds must be granted to those units that year after year do not even come near the University average.

Question number 1.　　　　　　　　**Unit** School of Music

FALL TERM ENROLLMENT PROJECTIONS
with consideration given to particular, designated variables

		Actual Enrollment	Estimated from partial enrollment data	Projections 2.			
		1970-71	1971-72	1972-73	1973-74	1974-75	1975-76
ower Division	Headcount	93	107	117.7	129.4	142.3	156.5
	F.T.E.	94	109.2	120.1	132.1	145.3	159.8
pper Division	Headcount	50	59	64.9	71.3	78.4	86.2
	F.T.E.	60	70.5	77.5	85.2	93.7	103.0
raduate	Headcount	34	30	33	36	39.6	44.5
	F.T.E.	22	19.2	21.1	23.2	25.5	28.0
rofessional 1.	Headcount	177	196	215	236	259	284
	F.T.E.	176	198.9	217	238	261	287

1. All students enrolled in the School of Music are considered professional students.

2. Based on 10% yearly increases.

ESTIMATED COST AND DEVELOPMENT DURING THE FOUR YEAR PERIOD *

Cost of New Faculty and Staff	1972		1973		1974		1975		
1972	Piano	15,000	______	15,900	______	16,850	______	17,850	
	Theory	12,000	______	12,700	______	13,450	______	14,250	
	Accompanist	9,000	______	9,500	______	10,000	______	10,600	
	2 T. Ass'ts.	5,500	______	5,900	______	5,500	______	5,900	
	Dance	11,500	______	12,200	______	12,950	______	13,750	
	Dance	10,000	______	10,600	______	11,250	______	11,900	
	Mus. Ed.	12,000	______	12,700	______	13,450	______	14,250	
	Mus. Hist.	11,000	______	11,650	______	12,350	______	13,100	
	Vocal Coach	10,000	______	10,600	______	11,250	______	11,900	
	Cataloger	8,000	______	8,500	______	9,000	______	9,550	
	Secretary	4,500	______	4,800	______	5,000	______	5,400	
	2 T.A's.	5,500	______	5,900	______	5,500	______	5,900	
	Faculty Ens.	10,000	______	10,600	______	11,250	______	11,900	
	Guitar	15,000	______	15,900	______	16,850	______	17,850	
1973			Theory	11,000	______	11,600	______	12,350	
			Voice	10,000	______	10,600	______	11,250	
			2 T.A's.	5,500	______	5,900	______	5,500	
1974					Conductor	11,000	______	11,650	
					2 T.A's.	5,500	______	5,900	
1975							2 T.A's.	5,500	
Yearly Total	$139,000		$173,950		$199,250		$216,250		Grand Four Year Total $728,450

* All yearly increases are figured at 6%.

The grand total estimate for the four year period would be $728,450 plus the totals required for the University Band and the Music Library. With the Band and Library added, the total would be in excess of one million dollars.

ADDENDUM A

UNIVERSITY OF LOUISVILLE

Graduate School - Dept. of Music History - School of Music

Program for 1970-1980

There are three areas of instruction in which the Department of Music History can and should make important contributions in the coming decade --the undergraduate program, study at the level of Master of Arts/Master of Music, work toward the Ph.D. in Musicology. Although these areas are interrelated, the needs of students, resources in staff and facilities, and financial backing differ in each case so it is wisest to discuss them separately before commenting on a coordinated program. Beginning at the lowest level:

Undergraduate Program

The contribution of Music History to the Humanities Division and general education program on Belknap campus seems to be satisfactory at present. For the future one would hope for an increase in the staff (one new full-time member for 1971-1972 or 1972-1973) in order to allow for expansion of the basic music appreciation course (Humanities), to provide a wider variety of senior college Music History electives (Ethnomusicology, Music in the Americas, etc.) and hopefully to help implement a full-fledged Humanities program (days, evenings, summers) on the Kentucky Southern Campus.

The problem of the major in Music History is not so easily solved. There seems to be a slight falling off of interest in this kind of program (and to other comparable studies--Art History, for example) that is a result of the current fashionable student orientation towards more activist pursuits: Psychology, Geography, Economics, and the Social Sciences in general, or the wide proliferation of careers in the Physical Sciences and the various fields of engineering and computer technology. As fads go, this picture is bound to improve in the future, particularly if some sort of stability returns to our society.. In addition the upward spiral of college enrollment will bring enough new students to the University to keep these programs at a relatively constant numerical level, even if our percentage of the student population decreases a little. To go beyond this sustaining level, we need to do several things:

1. New Staff. As in other cases, new staff means a richer variety of courses appealing to more special interests of potential Music History majors.

2. Better coordination of School of Music and Belknap Campus teaching and counseling efforts. Gone are the days when we could expect to build an ongoing undergraduate program in Music History on the mild intellectual curiosity of a few young liberal arts ladies on their way to a husband. This would be best served by having a single Undergraduate Advisor or Counselor for Music History programs whether at School of Music or Belknap Campus. This post should be filled by a member of the Music History Department, preferably one whose major interest is in the area of undergraduate instruction.

3. Better publicity. This can be handled in several ways. First off the brochures, advertisements, and general publicity from both School of Music and Belknap campus should make mention at every opportunity of the programs offered at both locations. Of particular importance is the faculty in terms of education, teaching experience, areas of specialization and record of publication. In addition, the fine library of the School of Music and the presence of an eminently qualified music librarian and staff should be stressed, along with the enormous collection of phonograph records at Belknap (upwards of 5800 LP's) and Louisville Free Public Library (upwards of 15,000). All special activities such as the Collegium Musicum or the annual preparation and performance of music for the French Play in the spring must also be

included in the list of faculty and student activities in Music History. Of the presence of the Louisville Orchestra would contribute a great deal of prestige as it already does for the other music programs at the University.

Another major publicity effort should be directed at the local high schools, particularly those offering senior level humanities courses. Here the answer lies in the offer to provide, say a dozen lectures around the town per school year. This works out to only two per instructor per semester, and is a relatively painless and efficient way of placing our faces, our ideas, and our program before quite a few potential U. of L. students. (Drs. Herz and McMahan have given several of these in the past to schools ranging from Male to Collegiate and have been enthusiastically received in every case.)

It is also possible that publication of a special brochure for high school counselors dealing with all of the above material might be an effective way of getting our program known around all of Kentucky and southern Indiana. This would be particularly valuable in cutting into the enrollment at the various state institutions if and when our tuition becomes competitive.

M.A./M.M. Program

The development of a stronger undergraduate program seems to be the first and most easily realized step towards the improvement of graduate education in music at the University of Louisville. Several aspects of the resulting expansion such as the increase in undergraduate students, the necessary enlargement of the teaching staff, and the extended publicity campaign could drawn upon for the graduate program be/as well. Beyond this there are the twin necessities of new courses for the old existing students and new students for the existing courses. A major step in implementing the latter half of the proposal has been taken this year in the School of Music's decision to require at least six hours of Music History from all Master's candidates including the majors in the various performance areas. This plus the kind of expanded enrollment as outlined above should take care of the new students The new courses can come as fast as necessary and feasible, according to the enlargement of the teaching staff over and above the commitments of the Music History Department to the other areas of instruction.

The Ph.D. Program in Musicology

Despite the occasional example of contemporary institutions phasing out, directly or indirectly, their Ph.D. programs as being an excessive drain on instructional or financial resources (Cornell University's Ph.D. in Art and Architectural History, for example) most of the large American universities have gone ahead with such programs for a variety of reasons:

1. They help to meet the increasing demand by the nation's colleges and universities for instructional staff with the most extensive educational background currectly available.
2. They encou age the expansion of teaching faculties, research facilities, and bases of private and public support producing in addition to the above, stronger and better-rounded programs at all instructional levels.
3. They offer the instructors themselves the challenge of a student body with a high degree of literacy and sophistication and provide a fertile testing ground for new ideas, techniques, and areas of inquiry.
4. They provide a certain assistance in the area of undergraduate instruction when the Ph.D. candidate has the necessary interest and

experience to handle discussion sections, workshops, or some of the beginning level courses, thus freeing the senior instructors for more research or the teaching of graduate courses.

5. They add a certain prestige to the university's public image, a demonstration of the range of the institution's educational resources and of its willingness to back them up with the most expansive instructional program of which it is capable.

Neither the University of Louisville or the University of Kent cky has the resources to go it alone in this area at the present time or in the immediate future. Together, however, their good Master's level libraries make the nucleus of an adequate Doctoral level facility once the problem of rapid and efficient transportation of materials is solved. (A constant and coordinated flow of faculty and students along I-64 plus the regular U.S. Mail should suffice.) Together, however, their staff of five to seven Ph.D.'s by the end of 1972-1973 (covering all the periods of music history in Western civilization, as well as more generalized ethnmusicological study) should provide an adequate basis to support doctoral candidates in any area of specialization. Together, however, their combined publicity, resources, undergraduate and Master's level student enrollment plus that from other public and private institutions within the region and the state should provide a nucleus of a student enrollment to make such a program feasible and worthwhile. Why must a student from Kentucky in the area of Music History be forced to go outside his state to complete his education?

Statement of Purpose

The library should be a resource and research center for providing our students with music materials for undergraduate and graduate studies. It should foster an attitude of inquiry and its facilities invite and cultivate the desire for study and enrichment of every area of musical development. For its faculty, it should serve as a continuing resource center and core for the foundation upon which its philosophy of musical education is based.

As a general statement, it becomes more evident and urgent each year that all music materials should be housed and serviced under one roof. The Music History department must become one of the School of Music departments in actuality. The development of graduate programs in musicology and music history is dependent upon a cessation of scattered pockets of materials and collections in various locations. Total support must be rallied and funds put together to make this a reality and a strong research collection here.

Speaking for all faculty members, we must all be given the opportunity to make our maximum contribution within the state system. This means adequate personnel to free us of such basic chores as housekeeping duties, heavy work loads, problems connected with poor communications within our system, and lack of advance planning, etc., with more time to participate in community activities and get out of our constant daily pressures and jammed schedules. Time to renew ourselves professionally and give of our vast potential here is of optimum importance.

Professional activities suggestions -

- Have librarian offer course in Music Library Research (dependent upon having adequate personnel)
- Chance to apply for a sabbatical to do some translations and write some articles, publish bibliographies, etc.
- Develop professional relations
- Offer workshops in the music library area for librarians throughout the state

New courses and curriculum which should be reflected in library holdings and purchases -

- Doctorate in Music History
- Doctorate in Theory, Performance, etc.
- Ethnic emphasis - ethnomusicology, etc., cultural anthropology
- Electronic music and laboratory
- Development of a center for the humanities on this campus

Projected Report on the Library Plans for 1971-1976

For maximum utilization of our present faculty and facilities, the library needs to be strengthened in the following areas:

A. Personnel
  1. Professional music cataloger - MLS degree
    a. for the past 16 months, no music materials have been cataloged, plus the fact that there is a present arrearage of 18,000 items.

2. Library technician, full-time
3. Library technician, part-time, for maintenance of audio-visual materials

B. Space
   1. Zoning commission should not be allowed to cut our campus in two
   2. Addition to present structure, northeast corner - 4-story stack tower (2400 square feet)
   3. Outdoor patio screened with greens, with benches, in area just outside main door

C. Inter-campus communications
   1. Need for proper inter-campus communications more vital than ever
   2. More time needed for my personal mobility to attend official meetings, do special committee work, write reports, etc.
   3. TWX system for the library system on this campus for growth of our our library, College Library, and those to come

D. Metroversity Participation
   1. Greater needs and usage in this area
   2. Proper I.D. cards for our students which can be used throughout the Metroversity system
   3. TWX library system should be a part of this
   4. Our library could serve as a resource center in music for this

E. Public Relations
   1. Public information to develop our proper place in the Metroversity system
   2. Development of public information department to include development of library potential and facilities
   3. Time for creating informative and interesting displays and presentations

F. Adequate budget for:
   1. Equipment
      a. Selectric typewriters
      b. 4 library tables and 24 chairs
      c. 2 microfilm readers - model 1212 Xeorx
      d. 8 tape recorders, some for replacement — based on 250-300 student
      e. 4 record players, some for replacement — enrollment
   2. Travel - important to be able to attend Music Library Association meetings and the Mid-West Chapter meetings (funds cut out for this the past several years)

      Assistants should be able to attend special institutes such as the upcoming one on microfilms to be held during the Kentucky Library Association meetings next month
   3. Music materials
      a. Acquisition of every complete set available standard composers and additional historical sets for research (see: Heyer - Historical Sets and Monuments)

b. Fill in back issues of periodicals and important serials titles
c. All items listed in Duckles: Music Reference and Research Materials
d. Endless

Marion Korda
Librarian

ADDENDUM C

The Band department is in dire need of increased financial aid. This statement is based on the following facts:

1) 80% of the instruments in the department are very old and either need extensive repairs or are beyond repair.

2) The uniforms for the Marching Band are almost 10 years old and show extensive wear. There have been many innovations as to style and material over the past 10 years. New uniforms are an immediate need.

3) Since moving away from the main campus increased scholarship aid is more important now than ever before. This would motivate more students from Arts and Sciences and Speed to participate in the Band program. A strong emphasis should be placed upon the fact that this is a University Band Program and should not be looked upon as a small department of the School of Music.

4) The Marching Band has not traveled to an "away" football game in 12 years. It is very difficult, to say the least, to maintain an interest and an esprit de corps within the band with such a record. Other state university bands schedule at least one trip for the marching band and one tour for the concert band each year.

5) Within the next five-year period the number of students in the band program should easily double to an approximate number of 130-140. With this in mind an "early week" prior to registration should be initiated and at least one graduate assistant should be assigned to this department.

The following Five-Year Projected Budget is proposed:

UNIFORMS:

100 uniforms NOW @ $130.00	$13,000.00	
10 additional uniforms each year	7,520.00	
(based on a 5% increase in price each year)		$20,520.00

1971-72	1972-73	1973-74	1974-75	1975-76
$1,360	$1,430	$1,500	$1,580	$1,650

INSTRUMENTS AND EQUIPMENT:

Instruments to be purchased NOW	$25,000.00	
Additional instruments and repair $7,500 each year (5 years)	37,500.00	
Miscellaneous Equipment (5 years)	15,000.00	
		77,500.00

SUPPLIES AND EXPENSES: (not to include instrument repair)

1971-72	1972-73	1973-74	1974-75	1975-76	
$2,000	$2,250	$2,500	$2,750	$3,000	12,500.00

LIBRARY:

Music and special arrangements
$1,000 each year (5 years) $ 5,000.00

TRIPS:

One trip each year for Marching Band

1971-72	1972-73	1973-74	1974-75	1975-76		
$3,000	$3,000	$4,000	$4,000	$5,000	$19,000.00	

One tour each year for Concert Band

$1,500	$1,500	$2,000	$2,000	$2,500	9,500.00	
						28,500.00

SCHOLARSHIPS:

1971-72	1972-73	1973-74	1974-75	1975-76	
$15,000	$20,000	$26,000	$32,000	$40,000	133,000.00

GRADUATE ASSISTANT:
$2,750 each year (5 years) 13,750.00

EARLY WEEK: (to include room and board)

1971-72	1972-73	1973-74	1974-75	1975-76		
$2,000	$2,250	$2,500	$2,750	$3,000		12,500.00
					TOTAL	$303,270.00

PHASE II

ROLE AND SCOPE STUDY OF PUBLIC HIGHER EDUCATION IN KENTUCKY

SCHOOL OF POLICE ADMINISTRATION

UNIVERSITY OF LOUISVILLE

Office of the Dean

School of Police Administration

University of Louisville

PHASE II

Role and Scope Study of Public Higher Education in Kentucky

1. The Fall Term FTE and headcount projection of enrollment for the next four fiscal years appear in the following tables.

Unit School of Police Administration

FALL TERM ENROLLMENT PROJECTIONS
with consideration given to particular, designated variables

		Actual Enrollment	Estimated from partial enrollment data	Projections			
		1970-71	1971-72	1972-73	1973-74	1974-75	1975-76
wer Division outhern Police	**Headcount**	60	60	60	60	60	60
nstitute)	**F.T.E.**	60	60	60	60	60	60
per Division*	**Headcount**	24	33	50	85	100	115
	F.T.E.	18	29	45	70	80	85
aduate**	**Headcount**				5	10	15
	F.T.E.				3	6	9
	Headcount	233	240	240	240	240	240
minars (Southern lice Institute)	F.T.E.	58	60	60	60	60	60
tional Crime	Headcount	0	54	205			
evention stitute ***	F.T.E.	0	14	51			

* Based on 64 police officers enrolled in two classes at Louisville Police Division under University College, a number of whom are contemplating transferring to School of Police Administration next year, assuming LEEP funds continue to be available. Also, the 1972 Kentucky General Assembly will consider an incentive pay bill, offering Commonwealth-subsidized supplemental pay to officers attending college. Passage of this bill, with adequate funding, would likely increase these estimates sharply.

** Assuming School of Police Administration is successful in obtaining grant from LEAA to plan and operate a Master's program.

*** The National Crime Prevention Institute is funded through a LEAA grant. Projections are dependent upon grant renewal.

g. Adding a Master's Degree by 1973 will make the undergraduate course more attractive to both in-service and pre-service students.

h. New policies at Eastern Kentucky University will have an effect on enrollments at the University of Louisville. It is understood that classes given by Eastern in Louisville and other cities outside Madison County are now rated as extension courses rather than residence courses, making residence at Eastern Kentucky University for a longer period now a prerequisite for a degree. Also, a closer look is now being given to the number and source of transfer credits being applied toward a degree at Eastern.

i. As personnel demands in business and industry decrease, at least temporarily, more students will enter schools equipping them for Governmental employment. The School of Police Administration will get its share.

j. As the hundred or more Louisville and Jefferson County police officers who have taken one or more courses from Eastern Kentucky University become serious about a degree, either the A.A. or B.S., they will consider the School of Police Administration as the logical and most available source.

k. Incentive programs will inevitably be introduced into local police departments, making college credit a profitable and sought-after commodity. The School of Police Administration will answer the need.

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Unit School of Police Administrat

FALL TERM ENROLLMENT PROJECTIONS
based upon constant rate of increase (5% per year) ✓

		Actual Enrollment	Estimated from partial enrollment data	Projections			
		1970-71	1971-72	1972-73	1973-74	1974-75	1975-
Lower Division (Southern Police Institute)	Headcount*	60	60	60	60	60	60
	F.T.E.	60	60	60	60	60	60
Upper Division	Headcount	24	33	35	37	39	41
	F.T.E.	18	29	30	32	34	36
Graduate	Headcount				5	5	6
	F.T.E.				3	3	4
Seminars* (Southern Police Institute)	Headcount	233	240	240	240	240	240
	F.T.E.	58	60	60	60	60	60

* Enrollment limited to 60 students per class.

2. Assessment of present educational programs structure:

a. What programs may be minimized?

Current Programs

Currently the School of Police Administration has four divisions: 1) the Southern Police Institute, 2) the Undergraduate Division, 3) the Research and Development Division, and 4) the National Crime Prevention Institute. These are explained briefly.

1. The Southern Police Institute

The Southern Police Institute was established in 1951 to meet the demand for comprehensive course offerings in police science and administration for police administrators and supervisors. The twelve-week course is designed for experienced police officers who are in the administrative or supervisory positions or who are being prepared for such positions. Students who successfully complete this twelve-week Administrative Officers' Course receive twelve hours of college credit which may be applied toward either an associate in arts degree or a baccalaureate degree. Students who attend this program are selected only after taking entrance examinations and enrollment is restricted to sixty officers. Two classes are offered each year. Officers who attend this course are from departments located in many states and often from other countries.

In addition to the twelve-week Administrative Officers' Course, at least four two-week seminars are conducted each year. The subject matter is determined by the needs that exist at the time the courses are presented. During 1971-1972 the following two-week seminars are scheduled:

Demonstrations, Protests, Violence and Bombings: Assaults, Ambushes, and Murders of Law Enforcement Officers	Nov. 29-Dec. 10, 1971
Scientific Investigation of Crime	Jan. 3-14, 1972
Homicide Investigation	Jan. 24-Feb. 4, 1972
Recent Developments in Police Administration: An Analysis of New Procedures. (For the Police Administrator and Middle Management Personnel)	Feb. 14-25, 1972

Enrollment in the seminars is restricted to sixty officers per class. This limitation is partially due to the fact that additional classroom facilities are not available. During the past year all of the seminar courses have been oversubscribed.

2. The Undergraduate Program

The School of Police Administration was established in July 1969 and the Southern Police Institute became one of the divisions of that School. In addition to the courses provided for the officers in the Southern Police Institute as indicated above, courses on the undergraduate level are offered to law enforcement personnel and persons preparing for law enforcement careers. This program offers curricula leading to the Bachelor of Science in Police Administration.

The baccalaureate degree granting division offers courses primarily during the junior and senior years leading to the Bachelor of Science in Police Administration. Admission to this program is attained by the satisfactory completion of the freshman and sophomore years general college work and the application to and acceptance by the Dean and faculty of the School of Police Administration.

In addition to the baccalaureate degree, an Associate in Arts Degree in Police Administration is awarded by the College of Arts and Sciences for those students who satisfactorily complete the requirements for such degree. All of the law enforcement and criminal justice courses are taught by professors in the School of Police Administration.

3. Research and Development Division

There is an obvious need for research in a discipline which is as dynamic as law enforcement. This need has been recognized not only by federal and state agencies but by private groups such as the Ford Foundation. With funds obtained from the Ford Foundation several research projects have been completed. Among these are a study concerning public demonstrations and a study entitled, "Burglary: Prevention, Investigation, and Prosecution." As an outgrowth of the latter study, a request has been made to the Justice Department for funds to establish a national institute of crime prevention at the University of Louisville. This will be described under the "New Programs" section of the report.

4. National Crime Prevention Institute

The Law Enforcement Assistance Administration of the United States Department of Justice awarded a grant to establish a crime prevention institute at the University of Louisville. Under the terms of this proposal the Institute is responsible for developing a curriculum centered on assisting the police to plan a program for crime prevention in local communities. In this program police officers from departments throughout the country will be trained to educate the public concerning crime prevention and work with urban planners, building constructors, and commercial architects in establishing programs for prevention of crime. The National Institute for Crime Prevention is housed on the East Campus but operates at no cost to the University. After the initial two years of operation, it is anticipated that additional funds will be obtained either from governmental agencies, private foundations, or the departments that participate in the program. The uniqueness of this program and the possible far-reaching results have generated an enthusiastic response from governmental agencies.

Due to the nature of the described programs there are no plans to minimize any of them. It is not anticipated that any of these programs will be phased out or discontinued.

b. What programs may be restructured?

Based on our forecast of student enrollment increase, all required courses leading to the B.S. in Police Administration should be offered every year rather than every other year. This will enable our students to pursue their education on a more orderly basis instead of biding their time until these required courses are offered.

c. What programs may be initiated?

A master's program is being planned. There is a need to educate practitioners for administrative positions in the more than 40,000 law enforcement agencies in the United States. There is a need to educate teachers for the various undergraduate programs in the administration of justice. The objective of the master's program will be to educate students for careers in several subject matter areas in the administration of justice, including education--not merely to prepare students for a first position in law enforcement. An interdisciplinary approach will be taken which will allow students to select from a broad range of options the plan most suited to their individual career needs. A request for a one-year $30,000 developmental grant from the Manpower Development Assistance Division, Law Enforcement Assistance Administration, United States Department of Justice, is in the draft stage.

d. What programs may be expanded?

The LEAA grant supporting the National Crime Prevention Institute provides for two 3 week sessions for 25 law enforcement officers on active duty during this fiscal year. Twenty-seven officers are enrolled for the fall 1971 session. An attempt will be made to secure a refunding for five 3 week sessions during the 1972-1973 fiscal year. In addition there appears to be a need to offer one 2 week session for campus security personnel and at least one 3 week session for industrial security personnel and one 3 week session for hospital security personnel during the next fiscal year. These latter sessions mentioned would be offered on a fee basis and the fees would cover any added program costs; that is, these sessions would require neither additional LEAA grant funds nor University of Louisville funds.

Interest has been expanded by the manufacturers of security equipment and supplies to establish a national museum of crime prevention devices. Some have indicated a desire to make sizeable donations if suitable housing could be found. If space could be provided by the University for the museum this facility could be a valuable asset.

3. Assessment of Educational Programs

The inauguration of the undergraduate program for the School of Police Administration on July 1, 1969 required extensive changes in the utilization of both faculty and facilities. Since that time, adjustments have been made as necessary to meet the new School's responsibilities. The Dean and faculty follow developments on a daily basis, and recommend or take indicated action at the earliest possible time.

Assisting in the evaluating processes have been the members of the Standards and Curriculum Committee, composed of representatives of the College of Arts and Sciences, the School of Law, the School of Business, and the School of Police Administration. It is contemplated that this constant review will continue to assure maximum use of both human and material resources.

4. Educational program development priorities for the next four years

Four separate units are included in the School of Police Administration. These are: the Southern Police Institute, the Undergraduate Division, the Research and Development Division, and the National Crime Prevention Institute. These are described in Item #2. In addition a request will be submitted for the inclusion of a master's degree program.

It is anticipated that the Southern Police Institute Division will remain as it is. Because of the demand for police education, the Undergraduate Division will receive additional emphasis and therefore, will receive priority during the development stages. Also the Graduate Program, if approved, will be given priority until it is functioning satisfactorily. The National Crime Prevention Institute which is fully funded by federal and state grants will, because of its nature and because of the national crime problem, receive emphasis. It is not anticipated, however, that any additional state funds will be needed for this project.

5. Resources required to undertake changes in educational programs

a. Faculty Needs for the Next Four Years

Based upon the current and projected programs, and upon the projected enrollment in the School of Police Administration, as outlined below, the following number of full-time faculty members, or their equivalent, will be needed.

1. Southern Police Institute

The Dean and 4 full-time faculty members (5, including participants in the workshop programs) will be adequate, based upon the present policy limiting the number of students to 60. Seminar programs require 1/3 time of Dean and Staff Consultant.

2. The Undergraduate Program

The Dean and 4 full-time faculty members have handled the program since its inception on July 1, 1969. This number is adequate to teach the courses presently offered. It should be noted that the faculty of the Undergraduate courses also serves as faculty for the Southern Police Institute courses. Four professors presently teach five 3-hour courses in the Undergraduate Program.

Adding three 3-hour courses for lower level students qualifying for the A.A. in Police Administration would require the equivalent of one additional full-time professor (some of the required 4 courses already are being taught by the present faculty).

Anticipating the demand for certain of the basic courses each year will increase the faculty by the equivalent of one full-time professor. To amplify, as the number of in-service students (police) increases, they will expect and demand those courses they consider to be of maximum immediate benefit to them in their careers, such as Criminal Investigation, Criminal Law, Constitutional Law, and Police Administration. The Introduction courses should be offered each year also, if not each semester, for the benefit of both police and pre-service students.

3. Research and Development Division

For the immediate future, the only additional personnel to be utilized in research will be the staff necessary to implement the programs proposed for the National Crime Prevention Institute. Although this program is funded by a grant, experience has demonstrated that some of the time of one faculty member is required to oversee the operation. It would not be fair to either the program or the faculty member to add the overall supervisory duties to the normal full-time duties of the Dean or faculty member.

4. Master's Degree Program

Graduate courses offering options in major areas such as Law Enforcement, Corrections, and Criminology will depend heavily upon faculty from the other Schools and Colleges in the University for instruction. Handling the administrative details of the program and guiding the research efforts of the graduate students will require one full-time faculty member at the outset during 1973, and at least one more as the number of candidates increases during 1974 and successive years. If it becomes necessary or desirable to furnish our own faculty for a substantial number of graduate courses, because of the ever-narrowing and more specialized areas of study, specific surveys will be necessary to determine the faculty needs.

5. National Crime Prevention Institute

In addition to the above, staff will be needed to man a crime prevention program; it is anticipated that this staff will be paid from federal grants.

Faculty and Staff Needs:

Undergraduate Program	1971 S.P.I. Program	Faculty Total	Staff Total
Dean + 5 full-time Faculty Staff = 8 (Present + 1)	Dean + 5 Same five Faculty as in Undergraduate Program + one Staff Consultant	7	8
	1972		
Undergraduate and Graduate			
Dean + 8 full-time Faculty Staff = 9 (Present + 2)	No change	10	9
	1973		
Dean + 10 full-time Faculty Staff = 10 (Present + 3)	No change	12	10
	1974		
Dean + 11 full-time Faculty Staff = 11 (Present + 4)	No change	13	11
	1975		
Dean + 12 full-time Faculty Staff = 12 (Present + 5)	No change	14	12

(Details in Item #5)

b. Enrollments for a four-year period

See Item #1 for table included in Item #1 for information concerning enrollment for a four-year period.

c. Needs for Additional Space and Equipment

Two additional classrooms will be needed, one in 1972 and another in 1974 for the School of Police Administration. These estimates contemplate the continued availability of all of the space now occupied in the Southern Police Institute Building and in Patterson Hall, plus the classroom space on the first floor of Patterson Hall which is jointly shared with the Air Force R.O.T.C.

Office space for an additional seven faculty members and four staff members will be needed as this personnel is added between 1971 and 1975.

Adequate classroom and research facilities will be required to house the expanding program of the National Crime Prevention Institute. Space on the Kentucky Southern Campus would be more suitable than on the Belknap Campus.

Instructional facility requirements:

1972

One additional classroom for 50 or more

1973

No change

1974

One additional classroom for 50 or more

1975

No change

d. Additional Library Resources Required

1. Undergraduate Program and the Southern Police Institute

Due to the fact that the School of Law Library is not available for our students as much as needed, additional law books will be required for the School of Police Administration Library. The approximate cost of these books is $2,000.

2. Graduate Program

When the graduate program is initiated in 1973 additional library books will be needed. The approximate cost of these books is $4,500.

Books in the present library were purchased from the Doris Duke Foundation funds. A request has been made for additional funds to purchase the required books mentioned in this item.

e. Start-up and Continuing Cost Estimates for Master's Program

The first year for planning and development would be completely subsidized by a $30,000 federal grant. The second year for implementation would be completely subsidized by a $40,000 federal grant. Continuing costs have been estimated at approximately $31,000 per year.

6. Institutional plans and procedures for program development

a. Adequacy of present resource base

1. Faculty

As indicated in previous items it is anticipated that the present programs which comprise the School of Police Administration will continue. In addition a request has been made to add a master's degree program. If the federal grants continue to be made available, the number of students in the Undergraduate Program will increase. This will necessitate the employment of additional faculty members. To properly staff the program, one additional faculty member will be required each year for the next four years.

2. Library

Students attending the School of Police Administration now make use of the school library which was purchased from a Doris Duke Foundation grant. They also use books in the Main Library and Law School Library. Additional library books and periodicals will be required, especially if the master's degree program is approved. It should be noted, however, that a request for additional funds from the Doris Duke Foundation is now in the process of preparation.

3. Facilities and Equipment

At the present time office facilities are sufficient, but it is necessary that we use classrooms in other departments. As the enrollment increases, additional classrooms will be necessary.

Equipment including audio-visual equipment is used extensively in the School of Police Administration. At the present time sufficient equipment is available; however, as indicated in Item #5 additional equipment will be required as the enrollment in the School increases.

b. Adequacy of resources in related or supporting fields

Students who are working toward a B.S. degree in Police Administration are required to take courses in the College of Arts and Sciences and the School of Business. The resources have been adequate. As the School grows, more support will be required from these other units.

c. Proposed sources of program funding

1. Reallocation of existing resources

It is not anticipated that any funds that are now used for existing programs can be made available for new programs, additional faculty or additional facilities.

2. Enrollment and faculty student-ratio impact of the proposed changes on total programs.

The faculty-student ratio will remain approximately the same.

3. New state funds required.

	1972-73	1973-74	1974-75	1975-76
Southern Police Institute*	$ 1,675	$54,500	$54,500	$54,500
B.S. Degree Program (Undergraduate)	15,700	31,600	47,700	64,000
Graduate Program			31,000	31,000
Library	6,500			
Total	$23,875	$86,100	$133,200	$149,500

* To carry on the present program of the Southern Police Institute when the Ford Foundation money is exhausted.

Note: The figures used above are based on current levels of expenditures with no allowance for inflation or salary increases.

4. Extramural support from training grants, research grants, or contracts. The National Crime Prevention Institute is presently being fully funded by a $147,000 grant from the Law Enforcement Assistance Administration and the Governor's Crime Commission. We have every reason to believe that this program will continue to be funded by special federal and state grants.

Students attending the Undergraduate Program receive grants and loans from the Federal Government through the Law Enforcement Education Program (LEEP). These, however, go directly to the student and the student pays tuition from the money received.

As mentioned in previous sections the School of Police Administration Library has been supported by a Doris Duke Foundation grant. Additional funds have been requested from this source.

PHASE II

ROLE AND SCOPE STUDY OF PUBLIC HIGHER EDUCATION IN KENTUCKY

SPEED SCIENTIFIC SCHOOL
UNIVERSITY OF LOUISVILLE

Office of the Dean

UNIVERSITY OF LOUISVILLE
SPEED SCIENTIFIC SCHOOL

SUBJECT: PHASE II--Role and Scope Study of Public Higher Education in Kentucky relative to the Speed Scientific School, University of Louisville

TO: Dr. William F. Ekstrom, Vice President for Academic Affairs

In accordance with instructions received relative to PHASE II of subject study, the following information is provided in the order requested:

1. Enrollment Projections

Enrollment projections for the years 1972-73 through 1975-76, in terms of FTE's and headcount by the various levels of instruction are contained in Enclosure No. 1 (6 pp.). The respective enrollment projections are based upon: a) a continuation of tuition at its present level, and; b) tuition reductions from $900 to $500 per academic year in decrements of $100.

2. Program Minimization, Restructuring, Initiation and Expansion.

a. Program Minimization

Based upon the apparent reduced demand for engineers and applied scientists in the areas of the heavily science-oriented research and development activities of the engineering profession, it is questionable whether program expansion in the graduate programs leading to the M. S. and the Ph. D. will experience a large upswing in the next two or three years. This is largely due to the fact that national industrial priorities have shifted from such heavily funded research and development programs as the space and defense efforts, to that of service in solving societal problems. As a consequence, the engineering profession is placing far greater emphasis upon post-baccalaureate education aimed at the broad field of engineering practice rather than strictly research and development. Program emphasis in the next five years will therefore be more heavily oriented toward the professional doctorate, i. e. the Doctor of Engineering, with less emphasis being placed upon the research-oriented Ph. D. type of program.

Normal growth of the existing graduate programs leading to the M. S. and Ph. D. will undoubtedly occur at say of the order of 5 percent increase per year, but this will be far overshadowed by rapid growth of the professional degrees Master of Engineering and Doctor of Engineering.

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Unit Speed Scientific School

FALL TERM ENROLLMENT PROJECTIONS

based upon constant rate of increase (5% per year)

(Note: This is the estimated growth rate based upon academic year tuition remaining the same, i.e. $1050 per A/Y)

		Actual Enrollment	Estimated from partial enrollment data	Projections			
		1970-71	1971-72	1972-73	1973-74	1974-75	1975-76
ower Division	Headcount	270	270	284	298	313	328
	F.T.E.	265	265	278	292	307	322
pper Division	Headcount	---	---	---	---	---	---
	F.T.E.	---	---	---	---	---	---
raduate	Headcount	103	75	79	83	87	91
	F.T.E.	57	45	47	50	52	55
rofessional	Headcount	356	311	327	343	360	378
	F.T.E.	349	305	320	336	353	371
TOTALS:	Headcount	729	656	690	724	760	797
	FTE	671	615	645	678	712	748

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Unit Speed Scientific School

FALL TERM ENROLLMENT PROJECTIONS

with consideration given to particular, designated variables

(Note: These estimates are based upon a reduction of tuition from its present level to a tuition of $900 per Academic Year.)

		Actual Enrollment	Estimated from partial enrollment data	Projections			
		1970-71	1971-72	1972-73	1973-74	1974-75	1975- 6
Lower Division	Headcount	270	270	312	338	358	37
	F. T. E.	265	265	306	331	351	37
Upper Division	Headcount	---	---	---	---	---	---
	F. T. E.	---	---	---	---	---	--
Graduate	Headcount	103	75	86	94	99	10
	F. T. E.	57	45	52	56	60	63
Professional	Headcount	356	311	359	389	412	437
	F. T. E.	349	305	352	381	404	42
TOTALS:	Headcount	729	656	757	820	869	92
	FTE	671	615	710	769	815	86

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Unit Speed Scientific School

FALL TERM ENROLLMENT PROJECTIONS
with consideration given to particular, designated variables

(Note: These estimates are based upon a reduction of tuition from its present level to a tuition of $800 per Academic Year.)

		Actual Enrollment	Estimated from partial enrollment data	Projections			
		1970-71	1971-72	1972-73	1973-74	1974-75	1975-76
Lower Division	Headcount	270	270	332	370	396	423
	F. T. E.	265	265	326	363	388	416
pper Division	Headcount	---	---	---	---	---	---
	F. T. E.	---	---	---	---	---	---
raduate	Headcount	103	75	92	103	110	118
	F. T. E.	57	45	55	62	66	71
Professional	Headcount	356	311	382	426	456	488
	F. T. E.	349	305	375	418	447	478
TOTALS:	Headcount	729	656	806	899	962	1029
	FTE	671	615	756	843	902	965

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Unit Speed Scientific School

FALL TERM ENROLLMENT PROJECTIONS

with consideration given to particular, designated variables

(Note: These estimates are based upon a reduction of tuition from its present level to a tuition of $700 per Academic Year.)

		Actual Enrollment	Estimated from partial enrollment data	Projections			
		1970-71	1971-72	1972-73	1973-74	1974-75	1975 76
ower Division	Headcount	270	270	350	400	432	46
	F. T. E.	265	265	344	392	423	457
pper Division	Headcount	---	---	---	---	---	---
	F. T. E.	---	---	---	---	---	---
raduate	Headcount	103	75	97	111	120	129
	F. T. E.	57	45	58	67	72	78
rofessional	Headcount	356	311	403	460	497	53
	F. T. E.	349	305	395	451	487	526
TOTALS:	Headcount	729	656	851	971	1049	1133
	FTE	671	615	797	910	983	1061

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Unit Speed Scientific School

FALL TERM ENROLLMENT PROJECTIONS
with consideration given to particular, designated variables

(Note: These estimates are based upon a reduction of tuition from its present level to a tuition of $600 per Academic Year.)

		Actual Enrollment	Estimated from partial enrollment data	Projections			
		1970-71	1971-72	1972-73	1973-74	1974-75	1975-76
Lower Division	Headcount	270	270	365	424	462	504
	F. T. E.	265	265	358	416	453	494
pper Division	Headcount	---	---	---	---	---	---
	F. T. E.	---	---	---	---	---	---
raduate	Headcount	103	75	101	118	129	140
	F. T. E.	57	45	61	71	77	84
Professional	Headcount	356	311	420	488	532	580
	F. T. E.	349	305	412	479	522	569
TOTALS:	Headcount	729	656	886	1030	1123	1224
	FTE	671	615	831	966	1052	1147

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Unit Speed Scientific School

FALL TERM ENROLLMENT PROJECTIONS
with consideration given to particular, designated variables

(Note: These estimates are based upon a reduction of tuition from its present level to a tuition of $500 per Academic Year.)

		Actual Enrollment	Estimated from partial enrollment data	Projections			
		1970-71	1971-72	1972-73	1973-74	1974-75	1975-76
Lower Division	Headcount	270	270	373	437	481	529
	F. T. E.	265	265	366	429	472	51
Upper Division	Headcount	---	---	---	---	---	---
	F. T. E.	---	---	---	---	---	---
Graduate	Headcount	103	75	104	121	133	14
	F. T. E.	57	45	62	73	80	8
Professional	Headcount	356	311	430	503	553	609
	F. T. E.	349	305	422	493	542	59
TOTALS:	Headcount	729	656	907	1061	1167	128
	FTE	671	615	900	995	1094	120

b. Program Restructuring

In line with expressed national priorities for future engineers, the programs of the Speed Scientific School underwent a complete restructuring in January, 1970. At that time the traditional undergraduate bachelor's degree in engineering as the first accredited professional degree of the School, was abandoned in favor of a professional school program leading to the Master of Engineering degree.

In this newly structured program, students spend two years in the Division of Pre-Engineering, and then are formally admitted to the Professional School of Engineering, a program of three years duration, and leading to the Master of Engineering degree. This 2-3 combination has an additional advantage in that it is particularly amenable to receiving students who have completed two years of study at a Junior College, or at one of the Community Colleges of the Commonwealth of Kentucky.

The newly restructured professional school programs of the Speed Scientific School are now fully established, and, in fact, the programs in Chemical, Civil, Electrical and Mechanical Engineering are now fully accredited by the Engineers Council for Professional Development (ECPD), the professional accrediting agency of the engineering profession at the Master's degree level. This establishes the University of Louisville as the only engineering school in the United States, having a cooperative internship as a requisite part of its academic program, which is accredited at the Master's degree level by the professional accrediting agency (ECPD). It also establishes it as one of only four institutions in the United States to be so accredited, and the only one in the Commonwealth of Kentucky. This is in keeping with the long-established reputation of the Speed Scientific School for it was the first institution in the South to be professionally accredited in all of the leading fields of engineering by the ECPD in the year 1936.

As a follow-up to the curricular developments inherent in the programs of the Speed Scientific School, it is planned to continue to consolidate, wherever possible, course offerings within the School wherein overlapping of course material does exist, without consequent weakening of the objectives of the particular offerings.

Areas where this is most evident are in the fields of chemistry, and in the humanities and social sciences, where duplication of offerings between the Speed School, and the College of Arts and Sciences had developed over the areas by virtue of the academic calendar mis-match which existed between the two units prior to September, 1970. Because of its commitment to the cooperative plan of education for engineering, the Speed School had historically operated on the quarter system, in contrast to the semester system of the other units. This mis-match necessitated the development of in-house offerings in several areas notably in the service areas of chemistry and the humanities/social sciences.

Now that a common calendar has been in effect since September 1970, transitional programs are in effect whereby all offerings in chemistry, freshman English, and other areas where duplication of effort does exist, will be phased out of the Speed School and assumed by the College of Arts and Sciences, by no later than September 1972. An inevitable consequence of this program phase-out will undoubtedly be a transfer of some tenured faculty between the units, and in all probability an elimination of the Department of Humanities and Social Sciences as a separate service department of the Speed School. It is planned to firmly establish the time schedule and logistics for this transition during the academic year 1971-72.

An additional restructuring which also took place was the complete curricular revision of the Speed Technical Institute program. This technical institute program was established in 1956 to educate para-professionals in the fields of Electrical Engineering Technology, Mechanical Engineering Technology, and Building Construction Technology, the first such program in the State.

During 1969-70, it underwent a complete restructuring and strengthening, so that the Associate Degree in Engineering Technology could be awarded in lieu of the earlier Certificate program. This move will undoubtedly make the program more appealing to young men and women interested in a career in engineering technology.

c. Programs Which May be Initiated

National priorities for the education of engineers in the immediate years ahead will undoubtedly demand that professional school programs leading to the Doctor of Engineering degree be developed in increasing numbers. In fact, it is estimated that such a practice-oriented professional doctorate will largely replace the traditional research-oriented Doctor of Philosophy degrees currently awarded by graduate schools throughout the Nation.

In order to respond to this demand, it is planned to develop a new program leading to the practice-oriented degree, Doctor of Engineering (D. Eng.) to be offered by the Professional School of Engineering of the Speed Scientific School during the academic year 1971-72, or as soon as possible thereafter. The formation of this degree is consonant with the recommendations of leading educational agencies such as the Council of Graduate Schools, and of the American Society for Engineering Education, as well as the Office of Scientific Personnel of the National Research Council, their recommendations being summed up essentially as follows:

> "It should be made clear that the doctoral program must definitely not be regarded solely as preparation for a research career, even though it might be the best preparation for such a career. Instead doctoral study should be regarded more broadly by educators and employers alike as preparation for the highest level of creative leadership throughout the profession"[1]

> "Engineering students increasingly are seeking higher levels of education in preparation for diverse professional practice, and hence it will be more feasible to consider the alternatives to the conventional Ph. D. The benefits of the Doctor of Engineering degree program could be both practical and symbolic."[2]

> "Thus the best thinking of the leaders of the scientific and engineering community urges experimentation with new forms of advanced professional degrees, particularly in interdisciplinary and applied fields. The desirability of such approaches has recently been strongly reinforced by the sharp increase in the numbers of doctoral graduates who are unable to find positions in university teaching or research."[3]

Preliminary planning as to the constitutive elements of the proposed Doctor of Engineering (D. Eng.) program, the highest level of academic attainment in the profession of Engineering, is that it should span over a minimal period of two calendar years subsequent to the Master of Engineering degree, and that it should consist of a triad of components, each of roughly equal weighting relative to emphasis and duration. These three essential components are:

a. Course Work--Approximately one calendar year of graduate level, post M. Eng. academic course work totaling of the order of 24 to 30 semester hours credit. This additional academic course work should not be narrowly confined to an in-depth concentrated area of specialization such as is characteristic of traditional Doctor of Philosophy programs, but should consist of courses aimed at developing a broad-based level of quantitive decision-making, and including a thorough knowledge of systems engineering and reliability, economical alternatives and feasibility studies, and personnel sub-systems.

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[1] Final Report: Goals of Engineering Education, American Society for Engineering Education, 1968, p. 412 (Sponsored by NSF)

[2] Ibid.

[3] "Employment Status of Recent Recipients of the Doctorate," Office of Scientific Personnel, National Research Council, Science Vol. 168, pp. 930-939 (22 May, 1970).

b. Cooperative Residency-- Approximately one academic year of cooperative residency performed with an engineering-oriented firm, industrial corporation, or governmental activity involving a reasonably high degree of professional responsibility in engineering decision-making.

c. Professional Design Thesis--Roughly one academic year of full time involvement in the performance of the complete design of a complex engineering system, requiring a high level of analysis and decision-making consistent with the doctoral level of attainment, the end product of the design constituting an advancement of the start-of-the-art of the engineering profession, and one which constitutes an economically feasible solution to a complex engineering problem. The design project may be performed entirely within the confines of the Speed School, but preferably it should be carried out in conjunction with the professional staff of the organization with which the doctoral candidate had been associated during his period of cooperative residency, and such engineers would become participating members of his examining committee, with final approving authority being vested in the faculty of the Speed Scientific School.

It is felt that the Doctor of Engineering degree as proposed will best address itself to the actual needs of the engineering profession, and will better prepare its recipients for the broad levels of decision-making demanded of leaders of the profession than can be accomplished by the traditional research-oriented Doctor of Philosophy program. The concept of mutual facilities-sharing, through the medium of the post-Master's degree residency, and through joint industry-university participation in the conduct of the design thesis investigation, can contribute greatly to the elimination of much of the costs generally associated with traditional doctoral programs at the doctoral level.

Such an advanced professional degree program has a distinct economic advantage over the traditional Ph. D. program in that it is not heavily research-oriented, and therefore does not involve the excessive funding associated with the Ph. D. As a result of the philosophy of the Doctor of Engineering program, practice-oriented research is performed in conjunction with a participating industry or governmental agency, and hence expensive replication of research equipment on the part of the University is eliminated. The resources of industry provide this aspect of the program, hence optimizing the resources of both cooperating agencies.

At the same time as the foregoing developments in education for the profession of engineering were taking place, it was fully realized by the Faculty of the Speed Scientific School, that there is a rapidly developing need for educating engineering technicians and engineering technologists to serve as para-professionals who will supplement the efforts of the engineering profession in a constructive and meaningful way. This is particularly true in an area of heavy industrial concentration and population density such as the greater Louisville area, particularly if the University of Louisville is to fully address itself to its role as an urban university in its full context.

In fact it is safe to say that the development of para-professional programs for engineering technicians leading to the associate degree after two years of college-level study, and for engineering technologists leading to the Bachelor of Engineering Technology after four years of study, is vital to the economic welfare of a large segment of the citizens of Jefferson County. It is most essential to the Commonwealth as well, if it ever hopes to develop a reservoir of highly-skilled technical personnel, a vital factor in attracting a sophisticated technically-based industry to Kentucky.

Clearly there are many young citizens in the Commonwealth, who do not have the academic background nor aptitude for undertaking the rigorous educational program to prepare them for careers in the engineering profession, but who, by interest and aptitude, are fully capable of undertaking post-secondary school programs aimed at educating them for supportive careers as para-professionals to the engineering profession. Such programs generally stress motivational training with emphasis on the doing associated with engineering activities, such as skills associated with drafting, surveying, materials and product testing, routine instrument and machine construction and repair, rather than the more theoretically oriented whys of engineering, so necessary for the conceptual development of new products and innovative techniques as demanded of the professional engineer.

Many young citizens of the Commonwealth, particularly those coming from economically and culturally-deprived segments of society, simply do not have the educational background, nor motivation, for pursuit of a rigorous engineering program. None the less, the needs on the part of industry for skilled workers at the technician and technologist level are much in evidence, and the Faculty of the Speed School is convinced that the provision of first-rate post-secondary school programs leading to an associate degree for engineering technicians after two years, and to the bachelor's degree in engineering technology after four years, could contribute greatly toward augmenting the skilled labor force of the State of Kentucky.

To accomplish this objective, as previously discussed, an intensive curricular study of the needs of engineering technician and technologist education, and the guidelines for accreditation of such programs as promulgated by the American Society for Engineering Education, was undertaken by a committee of the Faculty during academic year 1970-71.

The results of this study were initially focused upon the engineering technician programs of the School which have existed for approximately the past fifteen years, and the means whereby they can be effectively upgraded to an acceptable level of rigor as defined by the American Society for Engineering Education. This study, as approved by the Faculty, provided for a complete restructuring of the existing programs to become effective immediately, with subsequent studies to be carried out in the future in order to implement a full four-year bachelor of engineering technology program.

In the development of such technician and engineering technology programs, the Faculty is united in its opinion that education for the profession of engineering on the one hand, and engineering technicians and technologists on the other, can best be accomplished as a dual effort by a combined faculty of engineering and engineering technology, rather than a bifurcated effort offered in separate academic units. It is felt that by housing both efforts under a combined academic umbrella, much replication of laboratory and instructional facilities can be eliminated through joint facilities-sharing, and the additional faculty effort ultimately required can be minimized through faculty involvement in both programs. The rationale behind much of this combined effort is that future engineers in the professional sense, and technicians and engineering technologists in a para-professional sense, must ultimately learn to work together as a productive team, and there is no better way to develop the necessary close effective liaison between the two efforts, than at the point of inception--the educational institution responsible for preparing the students for future careers.

The dual complimentary approach to the education of both the professional, and para-professional for students who desire to pursue engineering or engineering-related careers as above outlined is presented in Figure I, which indicated the career alternatives associated with the programs of the Speed Scientific School.

There is no question that the future industrial needs of the Commonwealth of Kentucky, and of the heavily industrialized Greater Louisville Metropolitan Area can best be met by not only the professional engineering degree programs already in existence, and the two-year associate degree programs in engineering technology, but also by the extension of the existing technology programs to four year academic programs leading to the Bachelor of Engineering Technology degree.

The revitalization of the well-established engineering technician programs of the Louisville Technical Institute as offered on an

Flow Diagram of Educational Programs of the Speed Scientific School-

The School of Engineering & Engineering Technology of the University of Louisville

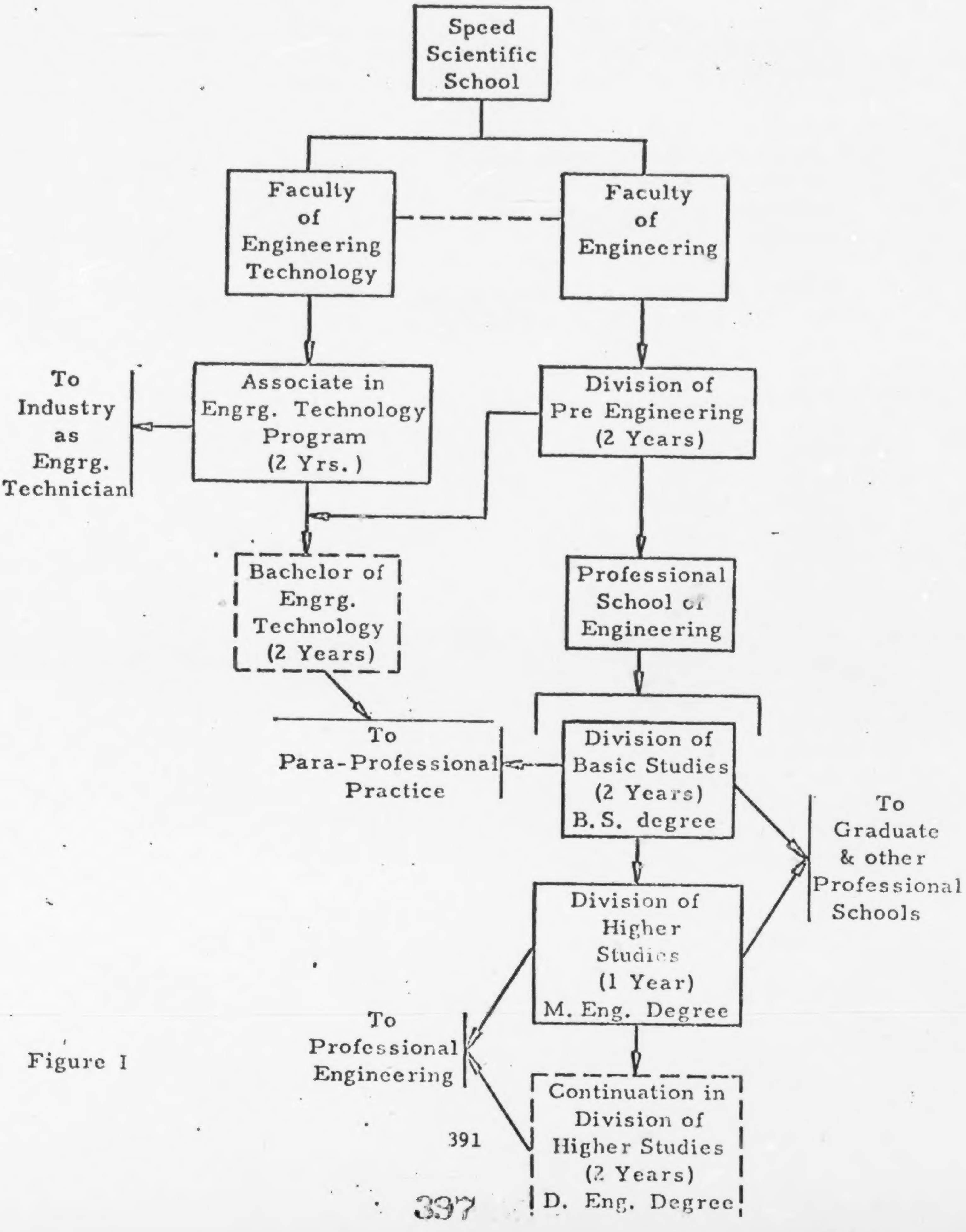

Speed Scientific School
Faculty of Engineering Technology
Faculty of Engineering
Associate in Engrg. Technology Program (2 Yrs.)
To Industry as Engrg. Technician
Division of Pre Engineering (2 Years)
Bachelor of Engrg. Technology (2 Years)
Professional School of Engineering
To Para-Professional Practice
Division of Basic Studies (2 Years) B.S. degree
To Graduate & other Professional Schools
Division of Higher Studies (1 Year) M. Eng. Degree
To Professional Engineering
Continuation in Division of Higher Studies (2 Years) D. Eng. Degree

Figure I

evening program basis by the Speed School over the past fifteen years, was long overdue in the Louisville area. Whereas the commencement of these newly revised evening programs in September 1970 was undoubtedly well received by mature persons already gainfully employed in technical positions in the community, but who wished to upgrade their level of technical responsibility, past experience has shown that such evening programs fail to attract the younger recent high school graduate. Such younger students are generally not gainfully employed in technician positions, primarily because their prior educational backgrounds have not provided them with the technical skills necessary to be placed in technical specialties. It is precisely this vast reservoir of potentially skilled technical manpower which must be developed in the Commonwealth, and which can only be developed through meaningful programs of technical education at the post-secondary school level of instruction.

In the Fall of 1972, in answer to this critical need, and in recognition of the limited appeal of a purely evening-type program, the Faculty of the Speed Scientific School plans to inagurate full-time day programs leading initially to the Associate of Applied Science degree following two years of academic preparation. This will be followed in academic year 1974-75 by the development of an additional two years of study leading to the Bachelor of Engineering Technology degree, for those qualified students interested in continuing their academic preparation to the baccalaureate level of attainment.

d. Programs Which May be Expanded

As a further result of the curricular studies undertaken by the Faculty of the Speed Scientific School, it is felt that the future needs of the engineering profession will be ever-increasing in their technical complexity, and the activities of the engineer of the future will be far more diverse in their involvement with societal problems than they are in their present context. This was delineated by the statement appearing in the "First Annual Report of the National Science Board" appearing in the National Science Foundation Annual Report for 1969, which stated:

> Encouragement should be given to the development of multi-disciplinary graduate programs at both the master's and doctoral levels, adapted to the needs of a changing society, combining various of the natural, social, and engineering sciences, and when appropriate, leading to the award of new types of advanced professional degrees, designed for the preparation of practitioners rather than research oriented specialists.

As a consequence, it was decided to expand the number of fields of specialization for the Master of Engineering degree beyond the original "Big Four" (i. e. Chemical, Civil, Electrical and Mechanical Engineering), to a total of ten (10) areas which would be more specifically tailored to the diverse interests of future engineering students, and which could be accommodated within the existing capabilities of the Faculty, thus not requiring additional extensive laboratory and instructional facilities.

Within this conceptual framework, Faculty still continues to be administratively housed in one of the established departments of the Speed School. For purposes of multi-disciplinary cooperation among faculty members of all departments, however, interdisciplinary committees of interested faculty have been formed to develop such new mission-oriented areas of specialization as are dictated by societal needs, but unencumbered by the administrative barriers and expensive duplication of facilities which inevitably result from the formation of new, separate departments devoted to the discipline. The cross-fertilization of ideas which results from collaborative efforts of faculty members drawn from entirely different disciplines, is an essential ingredient to the success of truly multidisciplinary efforts, and this is extremely difficult and expensive to achieve, when a new program is housed in a new department, or where it appears as an option in an existing department.

To implement the organizational restructuring and changes in curricular philosophy which have taken place, the total of ten (10) specialization areas, all leading to the Master of Engineering degree, has been divided as follows:

I. Departmental Programs:

Program No.	Title
1. -	Chemical Engineering
2. -	Civil Engineering
3. -	Electrical Engineering
4. -	Mechanical Engineering
5. *-	Applied Mathematics
7. *-	Computer Science

Note:* - These two newly established programs are housed in the old "Department of Engineering Mathematics", now appropriately changed to the Department of Applied Mathematics and Computer Science.

II. Interdisciplinary Programs

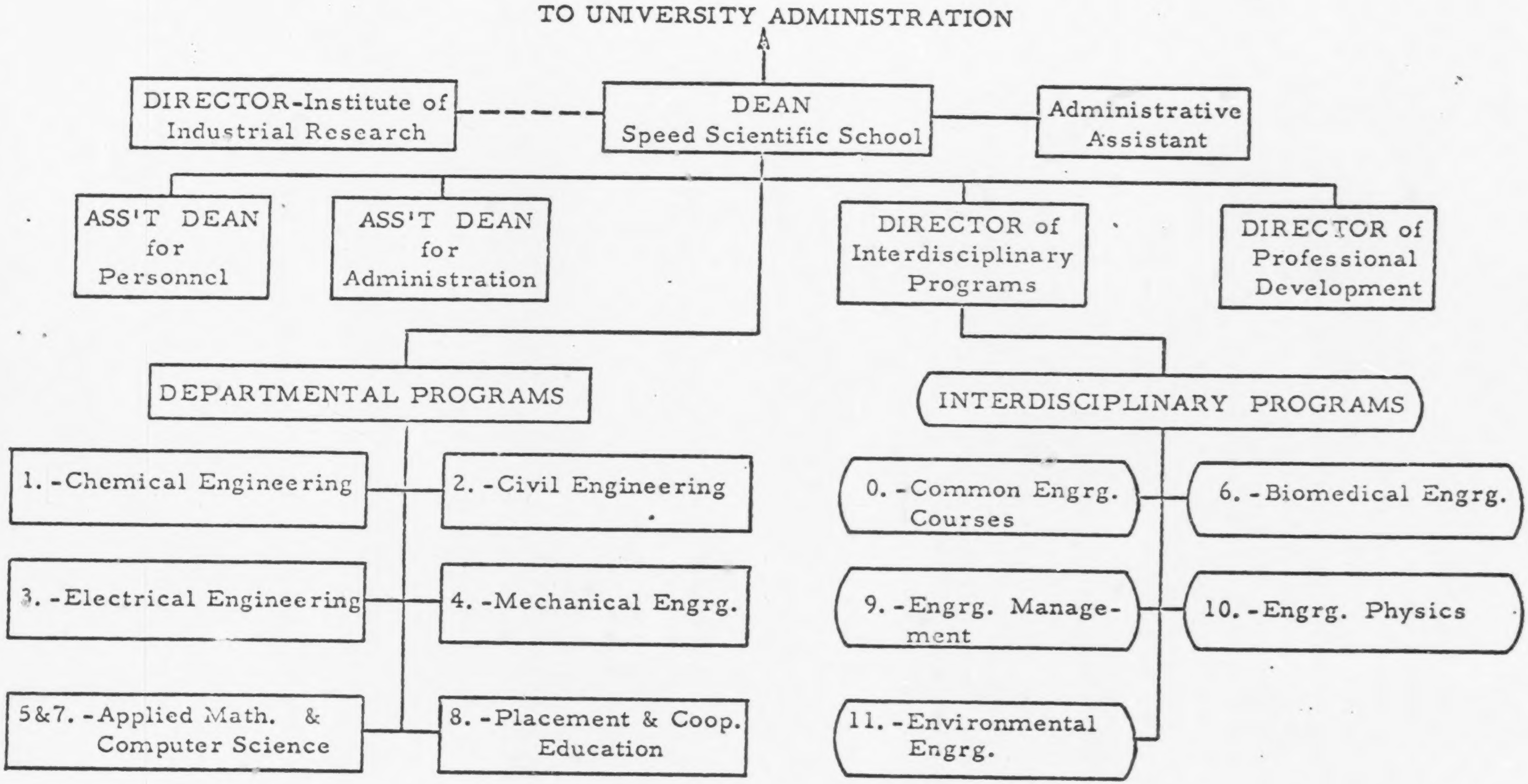
Program No.	Title	
6. -	Biomedical Engineering	(With Medical & Dental Schools)
9. -	Engineering Management	(With the Dept. of Psychology & the School of Business)
10. -	Engineering Physics	(With the Dept. of Physics, College of Arts and Sciences)
11. -	Environmental Engineering	(With the College of Arts & Sciences)

All of the programs in category II are of a broad-based multi-disciplinary nature, involving faculty from all departments of the Speed School, as well as interested faculty from other Schools and Colleges of the University. Administratively, they are under the jurisdiction of the newly established Office of Interdisciplinary Programs of the Speed Scientific School, which is responsible for the administrative and logistic support necessary for their effective functioning, as well as a role of liaison with the established departments which provide the faculty for the academic support and vitality of the programs.

The organizational chart of Figure II provides a graphical representation of the organization of the Speed Scientific School as a Faculty of Engineering to provide the educational programs for students desiring to pursue future careers in the profession of engineering.

The newly restructured engineering programs of the Speed Scientific school, all of five calendar-years duration and leading to the Master of Engineering (M. Eng.) degree as the first professionally-accredited degree of the School, have been developed in response to the expressed National needs for the engineering profession. As a result of the courageous and imaginative lead taken by the Faculty, in responding to these National needs, the School has received national recognition by leaders of the engineering profession, and the programs developed at the Speed Scientific School are rapidly being established as models of the curricular trends needed for upgrading education for the profession. Several nationally recognized engineering schools are in the process of adopting programs similar to those of Speed School, and have used our curricular structuring as guidelines for development of their programs.

The expansion of degree offerings from the original base of the four (4) departmentally-based initial offerings of the Speed Scientific School, i. e., Chemical Engineering; Civil Engineering; Electrical


TO UNIVERSITY ADMINISTRATION
DIRECTOR-Institute of Industrial Research
DEAN Speed Scientific School
Administrative Assistant
ASS'T DEAN for Personnel
ASS'T DEAN for Administration
DIRECTOR of Interdisciplinary Programs
DIRECTOR of Professional Development
DEPARTMENTAL PROGRAMS
INTERDISCIPLINARY PROGRAMS
1.-Chemical Engineering
2.-Civil Engineering
3.-Electrical Engineering
4.-Mechanical Engrg.
5&7.-Applied Math. & Computer Science
8.-Placement & Coop. Education
0.-Common Engrg. Courses
6.-Biomedical Engrg.
9.-Engrg. Management
10.-Engrg. Physics
11.-Environmental Engrg.

ORGANIZATIONAL CHART OF THE UNIVERSITY OF LOUISVILLE SPEED SCIENTIFIC SCHOOL

Figure II

Engineering; and Mechanical Engineering --to a total of ten (10) including the multidisciplinary areas of: Applied Mathematics; Biomedical Engineering; Computer Science; Engineering Management; Engineering Physics; and, Environmental Engineering--might, initially appear to involve a gross expansion of faculty, staff, and facilities. On the contrary, the increase of areas of specialization has constituted only an "unbundling" of the previously existing rigid offerings of the traditional four degree-granting departments, in order to educate future engineers for the increasingly diverse activities which inevitably result from placing greater emphasis on the solution of societal problems.

The keynote of the new programs of the Speed Scientific School is program flexibility, consistent with the rigors of a traditional engineering education, but more closely tailored to the wide spectrum of interests of the modern engineering student, and to the changing needs and requirements of a rapidly changing technology. The close interplay among faculty drawn from a wide range of academic disciplines, not only within the Speed School but from other colleges and schools of the University, as well, has allowed us to optimize our instructional efforts, and to reduce to a minimum the duplication of effort which is generally associated with strictly departmentally-based degree programs.

An indication of such duplication is as follows: Prior to the adoption of the new curricula of the Speed Scientific School, there existed up to the master's level, a total of twelve (12) separately designated degrees. These were:

a. Four (4) Bachelor's Degrees (B. Ch. E., B. C. E., B. E. E., and B. M. E.)

b. Four (4) Professional Masters Degrees (M. Ch. E., M. C. E., M. E. E., and M. M. E.)

c. Four (4) Research-Oriented Masters Degrees (M. S. Ch. E., M. S. C. E., M. S. E. E., and M. S. M. E.)

These twelve (12) degrees have now been replaced by the following three (3) degrees:

a. One (1) Bachelors Degree (B. S. --intended for students who do not desire to pursue a career in engineering, and to provide a point of exit from the programs at the end of four years.)

b. One (1) Professional Master's Degree (The M. Eng. Degree as previously outlined.)

c. One (1) Graduate School Master's Degree (Offered as a research-oriented degree by the Graduate School.)

This streamlining of degree designations is a direct consequence of the recommendations of all leading educational agencies to the effect that proliferation of degree names be eliminated as soon as possible, and that actual degree names be reduced to the minimum required to designate the broad general area of study, denoted by the degree. For example, the Engineer's Council for Professional Development (ECPD), and the American Society for Engineering Education (ASEE), have suggested the names Master of Engineering, and Doctor of Engineering, respectively, for the initial and highest level of academic attainment in the field of engineering, in lieu of the many degree designations which previously existed. The concept of reducing the degree names in a field of academic endeavor goes far beyond the semantics associated with such streamlining, for it is maintained that inherent in such a trend, is the realization that considerable commonality among similar programs does, in fact, exist. As such, the reduction of highly explicit degree designations is a necessary first step toward the combining of educational resources of an institution, and the optimization of its offerings within the framework of its given resources.

3. Criteria Used to Assess Educational Programs

The criteria used to assess the present and future programs of the Speed Scientific School are a direct consequence of the role and scope of the University of Louisville as an urban-oriented institution of the Commonwealth of Kentucky System of Higher Education having a fully developed program of undergraduate, graduate and professional school programs.

Recognizing the unique role in engineering which this institution plays in the field of engineering, the Engineers Council for Professional Development encouraged a rapid transition to a true professional school program leading to the Master of Engineering degree. Resulting organizational restructuring and curricular revisions of the Speed Scientific School which were approved by the Faculty in February 1970, and which have been in effect since that time, have certainly been most timely. In fact, the recent policy statement relative to professional schools of engineering of the National Society of Professional Engineers (NSPE) at the 1971 Annual Meeting of the Society, and held at the Seelbach Hotel here in Louisville, consisted of the following:

The National Society of Professional Engineers supports the earliest feasible transition of colleges of engineering to professional schools of engineering. These professional schools should possess the characteristics listed below: in order to more closely identify the educational process of the professional engineer with that of members of other learned professions; and, to better differentiate them from other nonprofessional undergraduate, or graduate, college programs.

1. Admissions criteria unique to the professional school.
2. Jurisdiction over the professional educational programs and professional engineering degrees.
3. Jurisdiction over the criteria for appointment, promotion, tenure, and activities of the faculty.
4. Faculty members, with relevant professional experience, who maintain professional competence as a responsibility rather than as an option.
5. Supervised internship or professional experience by the graduates as a prerequisite to acceptance as full-fledged practitioners.
6. Continuing contact with professional practitioners, both nationally and locally, regarding: qualifications for appointment to the professional school faculty; curriculum content; and, the type and duration of acceptable internship or professional experience required of graduates.
7. Autonomy within the institution that is made possible with a separate budget.

The development of professional schools of engineering is clearly in the interest of protecting the health, safety, and general welfare, of the public, as the development of such schools will aid the profession, as well as the general public, in making important and necessary distinctions between the abilities, duties, and responsibilities, of professional engineers, engineering technologists, and engineering technicians.

It is interesting to note that the new professional programs of the School contain all of the foregoing seven (7) characteristics of professional school curricula as emphasized by the NSPE policy statement, a fact which added support to the lead established by the School. I give all of the credit for this to the foresight of the Faculty and to the completeness of the study which they undertook in developing this new, very relevant, curricular philosophy.

There is no doubt that the new programs of the Speed Scientific School fully conform to the expressed national needs for the profession of engineering. The changes were adopted only after thorough study by the Faculty, and approval by the University Administration. The acclaim given the new programs by spokesmen of the Engineers Council for Professional Development gives further testimony to the fact that the programs are well suited to the future needs of the Commonwealth and of the Nation.

4. Four-Year Educational Program Development Priorities

The educational program development priorities of the Speed Scientific School for the next four fiscal years with a projected time table for implementation are:

a. First Priority

Continued development of the existing first-professional degree programs leading to the Master of Engineering degree. The current programs, though deemed acceptable by national accreditation standards are woefully lacking in modern laboratory facilities, equipment and instrumentation. The educational buildings of the School also need extensive refurbishing and modification to ensure maximization of a modern instructional effort. Computer facilities and library space and holdings are also far below what is demanded of a viable, first-class engineering program.

b. Second Priority

Continued strengthening and development of the para-professional programs for engineering technicians, and engineering technologists leading to the Associate degree in two years, and to the Bachelor of Engineering Technology degree at the end of four years of study. Such a program will continue on a part-time evening session basis, but will also begin on a full-time day basis starting in 1972-73 for the associate degree program, and in 1974-75 for the four-year Bachelor of Engineering Technology degree program.

c. Third Priority

The development of a professional doctorate program leading to the Doctor of Engineering degree. Such program is in response to stated national goals for the engineering profession, and should commence as soon as possible in response to that demand. A starting date of 1972-73 has been established as the target date for a pilot program with full implementation to begin in 1973-74.

d. Fourth Priority

Continued development of the well established graduate programs leading to the Master of Science, and Doctor of Philosophy degrees.

5. Resources Required to Undertake Program Changes and Additional Faculty Requirements

The number of full time faculty of the Speed Scientific School during the academic year 1971-72 totals sixty-one (61), including those faculty members involved in administrative activities in the Office of the Dean, and members of the Library Faculty associated with the School.

Based on the anticipated increases in enrollment of the Speed School associated with normal program growth, and upon the anticipated rapid development of the para-professional programs in engineering technology, it is estimated that an increase in faculty of about 20 percent, or approximately twelve (12) additional faculty members will be required by the beginning of academic year 1975-76.

During this four year period, approximately six (6) of the present Speed School faculty will reach retirement age, and will require suitable replacements to assume their educational responsibilities.

a. Four Year Enrollment Predictions

It is extremely difficult to predict enrollment trends for the Speed Scientific School over the period through 1975-76. Factors which can exert a profound influence upon the future enrollment trends of the School are:

1. The current wave of anti-technology, appearing in the press, and reports of unemployment of engineers as a result of the reductions in the aerospace industry and in defense-related industry.

2. The effect of the present economic slowdown upon job opportunities in engineering, and upon the ability of the families of students to send their sons and daughters to the University.

3. Inability to gauge the drawing potential of the newly developed professional school programs, as compared to the older five year baccalaureate programs.

4. Inability to assess the potential drawing power of the proposed para-professional programs of the Speed Scientific School.

5. Lack of knowledge as to the level of tuition to be assessed students of the University of Louisville in the five year period vis a vis the tuition charge at other Universities of the State System of Higher Education.

Taking all of these factors into consideration, and taking data from the fall terms of 1969-70 and 1970-71 as a point of departure, the FTE projections for the Speed Scientific School are:

Projected Enrollment Data

Year	M. Eng.	D. Eng.	Engrg. Tech. (Day)	Total Engrg. & Engrg. Tech.
1969-70	610*	--	--	610
1970-71	625*	--	--	625
1971-72	655	3	--	658
1972-73	685	5	30	720
1973-74	720	8	70	798
1974-75	770	11	110	891
1975-76	815	13	130	958
% Increase	33.6%	--	--	57.0%

Note: *These are actual enrollments for the years indicated.

b. Need for Remodeling

The overall square footage of floor space available in the five (5) buildings occupied by the Speed Scientific School is generally deemed adequate for the anticipated program development in the four fiscal year period through 1975-76. What is desperately needed, however, is general redistribution of the present space allocation, and associated refurbishing of these spaces to meet the developing needs of the academic programs. In addition, the present condition of the existing physical plant is largely such that major efforts at refurbishing and facilities upgrading are necessary to maintain the buildings in top operating condition.

Projects which are urgently needed to accomplish the foregoing objectives are:

1. Installation of new laboratories at the second floor level of the Research Building totaling approximately five thousand square feet of floor space. The space is presently devoted to a high-bay area in the industrial-type building, and is presently unusable for either academic research or instruction.

2. With the exception of the Chemical Engineering Building, all of the remaining four buildings are in need of extensive refurbishing and of maintenance, particularly with respect to the heating, ventilation, and air conditioning systems. The majority of the laboratory and administrative spaces in all of these four buildings are in need of extensive refurbishing and modernization.

3. The major portion of parking areas and access roads to the Speed School complex is in need of repairs and/or replacement.

It is estimated that a minimum expenditure of $1,800,000 will be required in the next four year period in order to accomplish all of these repairs as outlined, and in order to place the Speed School buildings in satisfactory operating condition commensurate with those of a first class educational institution.

c. Additional Library Resources Required

It is noteworthy that during the recent accreditation visitation of the Speed Scientific School by the Engineers Council for Professional Development, one critical note was particularly emphasized.

> "The new program will place demands on the Speed School Library which it does not seem prepared to meet. Potentially it could be the weakest part of the program. It is judged to be only marginally acceptable in holdings and appropriations for undergraduate work."

What is needed desperately is a quantum increase of annual funding for library acquisitions, including new texts and reference works, as well as a significant increase in the number of professional periodicals in a wide spectrum of engineering fields.

Space for book shelving and storage as well as study carrels and tables for student use is grossly inadequate.

To increase the level of effectiveness of the engineering library, a minimal budget increase of $20,000 per annum would be necessary over the immediate four fiscal year period.

The space available for the library proper should be tripled at the very least in order to place the library in a reasonable operating condition. Such space could be made available from existing space in the Main Speed attic and basement provided that an elevator were provided for purposes of accessibility. An expenditure of the order of $225,000 would provide for the refurbishing of the suitable spaces, refurnishing of the library and purchasing of shelving, and construction of the elevator to serve the expanded library.

d. Start-Up Costs for Projected New Programs

It is not anticipated that any start-up costs would be required for the projected new programs, over and above the additional faculty, space and equipment costs delineated in 5a, 5c, and 5d above. Assuming that such funds could be made available, it would be possible to accommodate the new programs by making more effective use of existing spaces, by facilities-sharing among the various programs, and by cross-disciplinary involvement on the part of the faculty.

6. Summary of Plans and Procedures for Program Development

The present resource base in the Speed Scientific School is entirely inadequate for a modern school of engineering. First-rate programs simply require modern sophisticated laboratory equipment and facilities, and the low budget over the years has allowed this situation to progress from bad to worse. To alleviate this situation, it is essential that in addition to the needs for extensive repairs and refurbishing of the Speed School physical plant, it is essential that steps be taken to:

a. Increase the annual budgetary allocations of the Speed School, particularly with respect to the amounts available for operating expenses, and capital expenditures for instructional and laboratory equipment. The instructional and laboratory equipment of the School is badly outdated and is certainly not commensurate with that of other leading universities of the State. For all programs of the Speed Scientific School, a total increase per annum of $125,000, for operating expenses and capital equipment, graduated to $150,000 by the 1975-76 academic year, would be the minimal additional amount necessary to provide a first class facility for students participating in the program.

b. The budget available to the Speed School Library is insufficient to maintain a minimally acceptable facility. An immediate increase of budgetary funding of $20,000 graduated to $25,000 in five years is estimated to be sufficient for Speed School Library needs.

c. It is essential that faculty and staff salaries be upgraded to a level commensurate with that of other universities of the State System of Higher Education.

The bulk of the funding for the programs of the Speed Scientific School will undoubtedly have to come from State funds. Extramural support from training grants, research grants and contracts will continue to grow although presently at a lower rate than is desirable for normal program development, due to the present economic slowdown.

Program costs can be reduced through elimination of duplication in academic offerings. To accomplish this objective the Faculty of the Speed Scientific School has devoted its efforts to the elimination of duplication in course offerings among the programs of the School, in order to optimize the unit's instructional efficiency. The introduction of broad-based inter-disciplinary efforts, such as were introduced in 1970, has done much to eliminate such duplication.

Another effective means of cost reduction is through joint facilities-sharing. Recognizing this the Faculty is now actively involved in the development of a program of joint facilities-sharing between the School, and with industrial firms in the Commonwealth. Through active involvement of our students and faculty with on-going research and design efforts of industrial and governmental agencies throughout the State, it is anticipated that much of the needless expenses associated with acquiring expensive highly-specialized items of laboratory equipment can be effectively eliminated.

The faculty of the Speed School also has every reason to believe that a genuine spirit of mutual inter-institutional cooperation can be developed between the two engineering schools in the Commonwealth, the College of Engineering of the University of Kentucky at Lexington, and the Speed Scientific School

Elimination of duplication in effort by the two institutions has already been accomplished in that the programs of the two institutions are now substantially different in character and objectives. The programs at Lexington lead to the bachelor's degree in specified fields of engineering, as the first professionally accredited degree, after four academic years of study and do not require an internship with industry. Graduate work at the M.S. or Ph.D. levels is then offered under the jurisdiction of the Graduate School. The programs of the Speed School are based in the three-year Professional School of Engineering which follows a two-year period in the Division of Pre-Engineering. The total program is of five calendar years duration, including the required cooperative internship, and the first professionally accredited degree is the M.Eng. degree awarded by the professional school. Thus the principal thrust of the Speed School programs at the upper levels is toward the professional practice of engineering as differentiated from the more traditional research and teaching orientation of the more traditional graduate degrees at U. of K.

Discussion of methods by which the two engineering programs can complement, rather than compete with, one another are currently underway between the faculties of both institutions. The Speed School Faculty looks forward to the development of close collaborative efforts between the University of Kentucky and the University of Louisville as a result of these discussions.

From an overall cost standpoint it behooves the School to maximize the use of its instructional facilities over the greatest period of time. For the time being the present instructional effort of the School is essentially one solely devoted to daytime instruction. The needs of an urban university, however, are that its instructional programs encompass both day and evening instruction, in order that it address itself to the continuing education requirements of the working adult population of the community. It is the opinion of the Faculty that the present division of responsibilities which now exists with respect to University College and its jurisdiction over evening programs, should be abandoned as soon as possible, and that evening programs be incorporated as integral components of the respective academic units. By extending the range of times per day when citizens may be able to avail themselves of the educational opportunities offered by the Speed Scientific School, we will be able to broaden the educational horizons of the institution for the benefit of the people of the Commonwealth.

PHASE II

ROLE AND SCOPE STUDY OF PUBLIC HIGHER EDUCATION IN KENTUCKY

UNIVERSITY COLLEGE
UNIVERSITY OF LOUISVILLE

Office of the Dean

UNIVERSITY COLLEGE

UNIVERSITY OF LOUISVILLE

We are not including at this time a projection for University College because we are engaged in a University-wide study of the role and scope of this unit which will so seriously affect any possible projection that it would not be very meaningful to submit one at this time.

The four areas under study at this time are the following:

1. Possible degree programs designed specifically for adult education providing opportunities for part-time and after-hours students, mostly older students committed by profession or occupation to this area. (We already provide this service, but only in terms of degree programs offered through the other academic units.)

2. Continuing education to provide upgrading, updating, and retraining in professional and technical areas and to provide enrichment and fulfillment for adults seeking knowledge and skills outside of their professions or occupations.

3. Outreach to neighborhood areas and to business and industry either through extension centers or television programs (University without walls).

4. Establishment of community colleges in the Louisville area. We presently have such a college in Southwestern Jefferson County under discussion.

As soon as the University College study, which involves students, faculty, administration and trustees, is completed, we shall submit a projection for University College.

PHASE II

ROLE AND SCOPE STUDY OF PUBLIC HIGHER EDUCATION IN KENTUCKY

9

WESTERN KENTUCKY UNIVERSITY
Bowling Green, Kentucky

Total Enrollment, Fall Semester 1971
11,345

Report To The Council on Public Higher Education

Phase II

Western Kentucky University

Western will continue to follow the same sound approach to programs that it has followed over the years. All programs, both existing and anticipated, will continue to be carefully evaluated in light of the demonstrated need and new programs are undertaken only after careful study reveals both a sufficient need and sufficient resources for each program. The following outline provides a detailed description of the steps and procedures followed in the planning and evaluation of proposed new programs at both the undergraduate and graduate levels.

Undergraduate

I. Planning phase

   A. Consideration and discussion of anticipated new program(s) by the faculty, department head(s) and dean(s) likely to be most directly involved in such program(s).

   B. After careful consideration at this stage, presentation of the new program concept to the Vice-President for Academic Affairs by the dean(s) and department head(s).

   C. Vice-President for Academic Affairs may authorize further study and planning and establish such conditions as:

      1. The conducting of surveys to better determine demand and need for the program.

      2. Studies to determine program cost, available facilities, faculty, library resources, equipment, etc.

      3. Review of the program proposal and planning by an outside consultant expert in the particular field.

4. Appointment of a committee for planning involving the various disciplines represented in the curriculum.

II. At the conclusion of the planning phase, the department, college, and/or committee submit recommendations to the Vice-President for Academic Affairs who then confers with the President of the University relative to the need and financial support required, if any, for the program.

III. Upon authorization to proceed, the department(s) proposing the program presents it to the appropriate college curriculum committee(s) for review. The committee(s) may impose additional requirements, proofs, or data from the department(s) proposing the program.

IV. Upon approval by the college curriculum committee(s), the proposal is then presented to the appropriate University-wide curriculum committee(s) having jurisdiction over the general degree curriculum under which the program is to be offered. The University-wide committee(s) may require further justification or information, or may refer the proposal back to the department for further study or modifications.

V. After approval by all appropriate committees, a proposal is presented to the Academic Council for review and action. Should questions arise concerning a proposal, the Council may--

A. Refer the proposal to an ad hoc committee for the resolution of any conflicts or difficulties which may arise.

B. Table the proposal until additional information, justification or clarification is provided. All such proposals considered by the Academic Council must be given two readings which means that normally at least one month would elapse between introduction and final consideration, providing time for careful analysis and evaluation by Council members.

VI. When approved by the Academic Council, its chairman, the Vice-President for Academic Affairs, then presents the proposal to the President for his consideration and possible presentation to the Board of Regents. Should financial or other conditions have changed since the initial planning of the program, the President may decide to withhold his recommendation to the Board, thus suspending implementation of the program.

VII. When forwarded to them by the President, the Board of Regents have full authority to accept or reject any recommendation of this type. Approval by the Board clears the way for implementation of the program.

All undergraduate programs are developed in essentially this manner. An example of this process is the description of the development of the engineering technology program which follows:

I. Western Kentucky University faculty and staff members concerned with engineering education participated in meetings of the American Society for Engineering Education and followed closely the changing patterns in engineering and technical education during the 1950's and '60's. They were well acquainted with the varying emphases, balance of skills and education recommended for the graduate engineer, the engineer, the technologist and the technician.

II. Beginning in 1964 University faculty engaged in a detailed investigation of two and four-year programs in engineering technology at established institutions located in areas where industry required large numbers of technically trained personnel. Substantial information was gathered and in a number of instances visits were made to review the course content and laboratory equipment at institutions having established programs. Among those surveyed were:

Southern Technical Institute (branch of Georgia Tech.),
Atlanta, Georgia
Wentworth Institute, Boston, Massachusetts
Purdue University, Lafayette, Indiana
University of Dayton, Dayton, Ohio
Mississippi State University, State College, Mississippi
Pennsylvania State University, University Park, Pennsylvania
Southern Illinois University, Carbondale, Illinois
Brigham Young University, Salt Lake City, Utah
Piedmont Central College, Charlotte, North Carolina

III. From the investigations and visitations the planners were able to arrive at the following determinations:

A. The demand for graduates in engineering technology exceeded the supply from existing training programs.

B. The projections of need for graduates indicated a continuing under-supply during the 1970's and 1980's.

C. To minimize the possible duplication of efforts, it would be desirable to undertake technical training programs in institutions that were already staffed to offer appropriate supportive courses in mathematics, calculus, and the physical sciences.

D. Graduates tend to accept employment in the locale where they have received their education rather than go elsewhere.

IV. The planners next turned to the determination of the status and scope of engineering and technical education in Kentucky. During 1963-64 a survey was conducted to determine existing and anticipated programs in the State for:

A. Four-year engineering degrees

B. Two-year vocational training (no degree)

C. Two-year engineering technology degrees

D. Four-year engineering technology degrees

V. Through either discussions with responsible officials or the review of approved curricula, the following information was obtained for Kentucky institutions:

A. University of Kentucky

1. Had a well-established program providing engineering degrees at the bachelors and graduate levels.

2. Recognized the need in Kentucky for development of curricula in engineering technology, including both two and four-year degree programs.

3. Future plans included adding only a two-year engineering technology degree at the Lexington Technical Institute.

4. Encouraged Western to develop a program in engineering technology to supplement existing engineering programs.

B. University of Louisville

1. Had a well-established program offering degrees in engineering at the bachelor's and graduate levels.

2. Had no plans for developing a degree program in engineering technology.

C. Eastern, Morehead and Murray State Universities

1. Had no plans for developing degree programs in engineering technology.

D. Kentucky State Department of Education

1. Had plans to develop a two-year vocational program for high school level technicians (non-degree) on a statewide basis.

Evidence indicated that there already existed or were underway programs to provide ample opportunity for students to secure both graduate and baccalaureate degrees in engineering. Also plans were being developed to provide opportunities for students seeking vocational training. There were, however, no formally announced programs in the state for those seeking two or four-year degrees in engineering technology. The possible development of a two-year program at the Lexington Technical Institute would satisfy primarily only the needs of that geographical area.

Existing science, mathematics and related programs available at Western Kentucky University provided an ideal base for programs in engineering technology.

VI. The planners proceeded with an assessment of the need and demand for engineering technology graduates in Kentucky. As a part of this effort it was decided to conduct a survey of a representative cross-section of industrial firms in the geographic area. Questionnaires were sent to eighty-nine industries in Western Kentucky, and 79% of those responding indicated a need for graduates in engineering technology. The specific fields of specialization in which graduates were needed were indicated as follows:

Specialization	% of Respondents Indicating need
Electrical	100
Mechanical	100
Industrial	45
Civil	35

Information gained from this survey was supplemented through discussions with other prospective employers, including such firms as General Electric, RECC, South Central Bell Telephone, Firestone and Detrex. Responses from these companies confirmed, not only the need for such graduates, but also pointed up the difficulty they faced in trying to hire technicians of this type to move to Kentucky from larger metropolitan areas in other states.

VII. After carefully evaluating all the information obtained, in October, 1965 a proposal for a two-year degree program in engineering technology was submitted to the Dean of the Ogden College of Science and Technology. Included in the proposal were:

1. A historical background of study involving engineering technology education.
2. Results of the industrial survey to determine job opportunities
3. A proposed curriculum, including a listing of courses and credit hours for degrees in civil, mechanical and electrical engineering technology.
4. A listing of new courses which would require two new staff members initially.
5. A budget indicating necessary equipment purchases and other related expenses.

VIII. The proposed program was approved by the Ogden College Curriculum Committee and forwarded to the Speical Studies Curriculum Committee (University-wide committee setting requirements under which this degree would be offered). Upon approval by the Special Studies Committee, the proposal was forwarded to the Academic Council where, after the required two readings, it was approved and sent to the President. The President then presented the new program to the Board of Regents who granted approval for implementation in August, 1966. An announcement explaining the new program was sent to industry, educational institutions and state agencies on August 20, 1966.

Graduate

While the development of new programs at the graduate level follows much the same process as for undergraduate programs, there are sufficient differences to warrant an outlining of these procedures also. Following are the guidelines established for developing new graduate programs:

I. The quality of graduate instruction should be of great concern to the department desiring to offer graduate work. The initiation of a graduate program is of vital concern to the department head, the dean of the college, the Dean of the Graduate School, and the Vice-President for Academic Affairs and Dean of the Faculties. These four individuals must be involved in initiating and planning a graduate program.

II. A thorough analysis of the undergraduate program should be made. Graduate programs should not be undertaken unless the academic integrity of the undergraduate program can be maintained. A department planning a graduate program should appraise critically the resources at its disposal and study the effect that graduate work will have on its undergraduate program.

III. Departments offering graduate work shall have library and laboratory resources adequate for the curricula offered and for the introduction of the student to research in the subjects offered in the program. The library should contain books and periodicals sufficient to provide the students with means of attaining mastery of the literature, history, and research materials of their subjects.

IV. The faculty of the department offering graduate work shall have an avowed interest in graduate instruction and shall have experience in teaching advanced subjects. It is expected that a department would have sufficient members on the graduate faculty to support the program.

V. A well organized and balanced program meeting accreditation standards must be presented.

VI. An expert outside consultant or advisory group must be brought in to evaluate the faculty, library, and other facilities, and to assess the need for the proposed graduate program.

VII. The formal request to the Graduate Council for appraisal of a new graduate program must include a report which explains and demonstrates that these guidelines have been considered and substantially met.

The normal procedure, once these guidelines are fulfilled, is for a proposed program to move through the appropriate college curriculum committee(s) for information, suggestions and comments prior to submission to the Graduate Council. In the case of teacher education programs, proposals must also go through the College Graduate Committee and the Teacher Education

Committee before submission to the Graduate Council. Proposed new programs go from the Graduate Council to the Academic Council; from the Academic Vice-President to the President and to the Board of Regents in the same manner as described earlier for undergraduate programs.

It is in the light of these general guidelines and procedures that the following tentative program developments are projected for the 1971-76 period. We point out that these projections are in no respect an iron-clad blueprint for institutional development over the next five years; but simply some tentative projections of programs, the anticipated development of which would strengthen Western's educational program and meet the needs of a progressive and growing state and community. These programs will be undertaken only on the basis of sound principles and procedures outlined above.

To avoid the rigidity and inflexibility which so often lead to obsolescence, Western's individual courses and curricular offerings are under continuous study, evaluation and updating. Consequently it is extremely difficult to make any valid predictions relative to particular courses or sequences of courses offered. Suffice it to say that there is an ongoing effort to eliminate any deadwood in the curriculum and to strengthen existing courses, while at the same time expanding offerings to meet obvious needs. In the efforts to improve and strengthen the institution's course offerings, special attention will be directed toward the development and implementation of more interdisciplinary and interdepartmental courses. It is felt that such courses will contribute to the broader and more thorough education of the student while enabling the University to make the fullest use of its faculty and other available resources.

Outlined below are some anticipated modifications in existing programs and new programs to be considered over the next four years. Included, where the stage of planning makes such information available, are projections on budgetary and staff implications of these anticipated program changes. As indicated earlier, implementation of many of these programs is still contingent upon the demonstrated need and the availability of sufficient resources to make such programs feasible. For those on which more detailed information is provided the need has already been established.

As the Carnegie Commission noted on its recent report, there is an urgent need for more trained personnel in medical and health related fields. To meet the constantly growing needs in these areas, Western anticipates the following program developments:

Health Care Administration

The 1970 session of the General Assembly passed House Bill 590, providing that after July 1, 1971, all individuals applying for licensure as nursing home administrators who did not possess the B. A. or B. S. in nursing home administration would be eligible for a provisional license only. By July 1, 1973, the individual must have completed satisfactorily a minimum of 64 semester hours toward the degree, and as of July 1, 1975, he must have completed a course of study for and been awarded a baccalaureate degree from an accredited institution of higher learning.

Presently there are 175 individuals licensed in the state as nursing home administrators and fewer than 50% of these possess a bachelor's degree. Currently the state has 130 nursing homes, 140 hospitals, 35 home health agencies, 15-20 regional health departments and numerous voluntary health agencies. In 1971, intermediate care facilities were implemented. All of these are expected to increase, some at rapid rates.

No degree program is currently offered by any institutions of higher learning in Kentucky to meet the growing needs for professionals in this field.

Program Projections	1972-73	1973-74
1 Faculty Position	$12,000	$12,625

Medical Records Librarian (Associate Degree Program)

This program is designed to train persons to analyze medical records, compile monthly and yearly statistical data, process correspondence and insurance forms and keep up-to-date indexes of diseases and operations for use of physicians and research specialists. Such specially trained personnel are much needed on most hospital staffs.

Program Projections	1972-73	1973-74
1 Medical Librarian	$10,600	$11,150

Nursing (Bachelor's Degree Program)

This program would be an expansion of the existent associate degree program in nursing and would help to meet the demonstrated need for nurses trained at the bachelor's degree level in this region and across the state. Enrollment would be open to the currently licensed nurse wishing to upgrade her training as well as new enrollees.

Program Projections	1972-73	1973-74
2 Faculty Positions	$20,000	$21,000

Other areas and anticipated programs are:

Electron Microscope Technician (Associate Degree Program)

This is a field in which the demand for trained technicians is great, and at present only three institutions in the U. S. offer degree programs in this area. Western owns one electron microscope and has one faculty member qualified in microscope technology. The University proposes to study this program and its prospects more fully.

Program Projections	1972-73	1973-74
Electron Microscope Specialist	$ 9,000	$ 9,475
Scanning Electron Microscope	37,500*	-
Total	$46,500	$ 9,475

* 50% of the total cost of $75,000 will come from a grant request.

Teacher Education (Special Education)

Projections in this area constitute expansion of existing programs in this field. Instruction in this area of mental retardation has generated considerable interest and enrollment will increase at a rate exceeding normal, necessitating expansion in this area. The need has also been demonstrated for persons trained as speech and hearing specialists.

Program Projections	1972-73	1973-74
Faculty Salaries	$40,000	$57,100
Travel and Supplies	2,000	2,100
Total	$42,000	$59,200

Social Worker

During the past four academic years, the program in social work has been supported by the Department of Economic Security. The Department has intimated that 1971-72 is the final year of their support. Since we feel the program is too important to drop, the University proposes to assume the financing.

Program Projections	1972-73	1973-74
Faculty Salaries	$42,685	$44,900
Secretary	4,165	4,380
Total	$46,850	$49,280

In an effort to meet the growing need for more occupational-vocational oriented training a number of technology programs will probably be initiated in areas such as plastics, electronics, metals, manufacturing and architecture.

President Nixon noted in a recent announcement the need for more people with various levels of training in the legal fields. To help fulfill these needs we anticipate programs for training para-professionals in law, law clerks and expansion and strengthening our existing program in legal stenography.

In preparing to meet state certification requirements for pre-school teachers, programs in early childhood education will be given additional emphasis.

An interdisciplinary program in administrative services is planned with a number of options available.

In addition to the foregoing, a number of other prospective programs are undergoing further consideration and study by the University at this time. The implementation of these programs rests upon the careful determination of potential demand for such training and their implications in terms of the allocation of available resources. Among the programs being considered are programs providing training for hospital ward managers and physicians assistants or clinical associates.

In the area of graduate education most of the anticipated changes involve the addition of major-minor options under existing masters degrees. For example:

An option in public health under the Master of Public Service Degree.

Options in school health, art education, or adult education, under the Master of Arts in Education Degree.

Options in accounting, speech and hearing therapy, geology and earth science and city/or regional planning under the Master of Science Degree.

Options in speech, library science, and religious studies under the Master of Arts Degree.

Also anticipated is the offering of programs leading to the Ed. S. Degree in educational research, general elementary education, guidance and counseling, physical education, reading, school administration, secondary education, curriculum and instruction, home economics education.

Development of a sixth-year program for training personnel in administration counseling in community and four-year colleges is also being considered.

It should be pointed out that the normal pattern in the development of graduate programs has been to undertake Masters training in those areas where a strong undergraduate program of instruction was already in existence. This has generally meant that a major portion of the faculty, library resources and other necessary facilities were already available, keeping the costs of such programs to a minimum. It has also been a frequent practice to first offer a major in a field under the Master of Arts in Education degree (a major in English under this degree, for example), and once this program is firmly established expand to a Master of Arts or Master of Science degree in the particular subject field. These practices have substantially reduced the necessity of adding large numbers of new faculty, new courses, library holdings, etc. for such programs.

A number of the anticipated programs listed above would involve primarily a grouping of existing courses and the utilization of existing faculty, library and other resources. Such an approach to program development enables the University to meet a wide range of student demands and needs while keeping the expansion of course offerings and additions of faculty to a minimum. Such an approach enables the University to make maximum use of available resources and facilities in offering programs fulfilling the demands of a highly varied clientele.

In addition to the instructional programs discussed above, some changes in related but non-instructional programs are outlined below:

Advisement, Guidance and Counseling

In 1969, the University implemented a new concept in the area of student academic services by creating the Office of Student Scholastic Development headed by an Associate Dean for Scholastic Development under the Vice-President for Academic Affairs. Created at the same time was the Office of Undergraduate Advisement which was placed under the Associate Dean along with the Counseling Services Center, Office of Admissions, and Freshman Orientation. The overall objective was to provide better advisement, guidance and counseling for all students.

A recent committee study of this area of services revealed a need for more services in the area of career, vocational and educational planning. An urgent need for providing assistance and information to students as they choose a career, a program of study, a major, minor, and specific courses to make all of these compatible was noted. Recent data indicated that one-third of the enrolling freshmen were undecided as to major, and another one-third changed their choice an average of one and one-half times. All of this points to a significant need for an expanded program of undergraduate advisement.

Proposed changes in current advisement procedures will include designation of academic advisement coordinators within academic departments and special attention to student retention, especially among those students whose ACT scores and high school grades would indicate a reasonable probability of success in college.

Program Projections	1972-73	1973-74
Office of Undergraduate Advisement		
1 Staff Assistant	$ 9,725	$10,230
1 Secretary	4,000	4,200
Supplies	300	315
Capital Equipment	800	-
Total	$14,825	$14,755
Counseling Services Center		
1 Psychometrist	$ 8,500	$ 8,940
2 Counseling-Clinical Psychologists	11,000	22,570
1 Educational-Vocational Counselor	8,500	8,940
1 Secretary	4,000	4,000
2 Educational Counselors	-	17,000
Supplies	1,200	1,260
Capital Equipment	1,600	800
Total	$34,800	$63,720

Photographic Reproduction Services (Reduction Photography)

Each year the Division of Library Services acquires over 30,000 volumes of trade books for the support of instructional programs. Journal titles are expanded at the rate of approximately 300 annually. Government documents are added at a rate of 30,000 units per year. With this rate of growth, collections will exceed available storage space within a decade.

Items needed in graduate programs and used exclusively by a few scholars for research purposes could be miniaturized thus requiring substantially less storage space. Reduction photography will enable the library to commit millions of pages to microform format. By commiting 30,000 documents to microform format annually, filing and shelving space would be reduced by 90%.

Program Projections	1972-73	1973-74
Student Assistants	$ 4,000	$ 4,200
Supplies	3,000	3,150
Equipment	13,700	-
Total	$20,700	$ 7,350

Environmental Quality and Resource Analysis Program

This program involves a two-year pilot study on environmental quality and resource analysis in eight counties surrounding Warren County. The study will provide a quantitative, qualitative and locational assessment of all natural resources, an analysis of use and/or depletion, an assessment of change in resource fund and environmental patterns; and through such assessment, proposals for possible prevention of environmental damage.

Program Projections	1972-73	1973-74
Salaries	$18,000	$18,950
Supplies	1,000	1,100
Total	$19,000	$20,050